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1924

BULLETIN

OF THE

Iowa State Teachers College

CEDAR FALLS, IOWA

CIRCULAR

VOLUME XXV, NUMBER I
JANUARY, 1924

Issued Quarterly. Published by the Iowa State Teachers College.
Entered as second-class mail matter, August 31, 1912, at the
postoffice at Cedar Falls, Iowa, under the Act of
August 24, 1912

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John S. Jones

College

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IOWA STATE TEACHERS COLLEGE

CEDAR FALLS, IOWA

STATE BOARD OF EDUCATION

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W. H. GEMMILL, Des Moines, Secretary

MEMBERS OF THE BOARD

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Term expires July 1, 1925.
E. P. SCHOENTGEN, Council Bluffs
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MRS. PAULINE L. DEVITT, Oskaloosa
Term expires July 1, 1927.
GEORGE T. BAKER, Davenport
W. C. STUCKSLAGER, Lisbon
ANNA B. LAWTHOR, Dubuque
Term expires July 1, 1929.

FINANCE COMMITTEE

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CALENDAR FOR 1924-1925

Summer Term—Twelve Weeks

1924

- June 4—Wednesday, Enrollment, without penalty, 7:30 A. M. to 5:00 P. M. One dollar penalty for later dates.
- June 5—Thursday, Recitations begin 7:00 A. M., class periods as on the program.
- June 25, 26, 27—Wednesday, Thursday, Friday, Examinations for Uniform County Certificates. Examinations for State Certificates if arranged in advance.
- July 23, 24, 25—Wednesday, Thursday, Friday, Examinations for Uniform County Certificates. Examinations for State Certificates if arranged in advance.
- August 22—Friday, Recitations close at 12:00 noon.
- August 23—Saturday, to September 9, Tuesday, Summer Vacation.

Fall Term—Twelve Weeks

- Sept. 10—Wednesday, Enrollment, without penalty, 8:00 A. M. to 4:00 P. M. One dollar penalty for later dates.
- Sept. 11—Thursday, Recitations begin 8:00 A. M., class periods as on the program. Training School opens 9:00 A. M.
- Oct. 29, 30, 31—Wednesday, Thursday, Friday, Examinations for Uniform County Certificates, beginning Wednesday, 8:00 A. M. Examinations for State Certificates if arranged in advance.
- Dec. 2—Tuesday, Recitations close at noon.

Winter Term—Twelve Weeks

- Dec. 3—Wednesday, Enrollment, without penalty, 8:00 A. M. to 4:00 P. M. One dollar penalty for later dates.
- Dec. 4—Thursday, Recitations begin 8:00 A. M., class periods as on the program.
- Dec. 23—Tuesday, at 12:25, Holiday Recess, continuing two weeks.

1925

- Jan. 7—Wednesday, Recitations resumed, 8:00 A. M.
- Jan. 28, 29, 30—Wednesday, Thursday, Friday, Examinations for Uniform County Certificates, beginning Wednesday, 8:00 A. M. Examination for State Certificates if arranged in advance.
- March 10—Tuesday, Recitations close at noon.

Spring Term—Twelve Weeks

- March 11—Wednesday, Enrollment, without penalty, 8:00 A. M. to 4:00 P. M. One dollar penalty for later dates.
- March 12—Thursday, Recitations begin 8:00 A. M., class periods as on the program.
- May 29—Friday, Recitations close at noon.
- May 29-June 2—Commencement Exercises.
- June 3—Wednesday, Enrollment Day, Summer Term.

OFFICERS OF ADMINISTRATION AND INSTRUCTION 1922-1923

IOWA STATE NORMAL SCHOOL, 1876-1909

IOWA STATE TEACHERS COLLEGE, 1909

Officers of Administration

HOMER H. SEERLEY, President.

Education—Rural schools, Stark County, Illinois, and Keokuk County, Iowa, 1852-1866; Preparatory Department, 1866-67; B. Ph., 1873; B. Di., 1875; M. A., 1876; LL.D., 1901, State University of Iowa; LL.D., Penn College, 1898.

Experience—Rural schools, Keokuk County, Iowa, 1867, 1868, 1871; High School Assistant, 1873-74; High School Principal, 1874-75; Superintendent, 1875-1886, Oskaloosa, Iowa; Principal, 1886-88; President, I. S. T. C., 1889.

CHARLES S. CORY, Registrar and Examiner.

Education—Rural schools; attended Bradford Academy, two years; M. Di., I. S. T. C., 1900; B. S., State University of Iowa, 1902.

Experience—Rural schools, 1889-1892; Village Principal, 1892-94; County Superintendent, 1894-98; City Superintendent, 1902-07; Professor of Mathematics, 1907-13; College Examiner, 1909-11; Registrar and Examiner, I. S. T. C., 1913.

IRVING H. HART, Director of Extension.

Education—Rural, public, and private schools, Iowa and Nebraska, 1885-95; B. A., Grinnell College, 1898; Graduate student in History, State University of Iowa, 1900-01; Member, Phi Beta Kappa, Grinnell College; also of Phi Delta Kappa.

Experience—Instructor in various private and public schools, Missouri, Nebraska, and Texas, 1898-1908; Superintendent of Allison, Iowa, Schools, 1908-12; County Superintendent of Butler County, Iowa, Schools, 1913-14; Professor of Rural Education, 1914-16; Assistant Director of Extension, 1914-16; Director of Extension, I. S. T. C., 1916. Leave of absence for Army Y. M. C. A. Work, April 22, 1918, to April 9, 1919.

ALBERT C. FULLER, JR., Associate Director of Extension.

Education—M. Di., I. S. T. C., 1899; B. A., State University of Iowa, 1911; Student, University of Chicago, Summer 1904. Member, Phi Delta Kappa.

Experience—Principal, High School, 1899-1900; Superintendent of Schools, 1900-03, Manning, Iowa; Sidney, Iowa, Schools, 1903-04; Storm Lake, Iowa, Schools, 1904-10; Washington, Iowa, Schools, 1910-13; Inspector of Graded and High Schools, State Department of Public Instruction, 1913-16; Inspector of Normal Training in High Schools, State Department of Public Instruction, 1916-17; Professor of Rural Education, 1917-18; Associate Director of Extension, I. S. T. C., 1918.

LESLIE I. REED, Adviser of Men, Adviser of Freshmen.

Education—Rural School Diploma, 1891; Clarinda, Iowa, High School, Fall, 1892; Western Normal College, Shenandoah, Iowa, Fall, 1893; B. Di., 1900; M. Di., 1900, I. S. T. C.; Ph. B., 1903; Scholar of Education, 1903-04; Graduate Work, Summer, 1903; M. A., 1906, State University of Iowa; Harvard University, Summer Terms, 1904, 1905, 1906; Short Course, Iowa State College, 1913-14.

Experience—Rural Schools, 1893-96; Principal, Rockford, Iowa, High School, 1900-01; Superintendent, Northwood, Iowa, 1903-04; Odebolt, Iowa, 1904-08; Jefferson, Iowa, 1908-11; Missouri Valley, Iowa, 1911-14; Inspector of Secondary Schools, Iowa State Board of Education, 1914-16; Professor of Rural Education, Summer, 1916; Adviser of Men, Adviser of Freshmen, I. S. T. C., 1916.

BENJAMIN BOARDMAN, College Secretary.

Education—Rural schools of Iowa; High school education, Shelby, Iowa; Peoria, Illinois; Simpson College, Indianola; B. Di., 1898; M. Di., 1899, I. S. T. C.; B. Ph., State University of Iowa, 1901.

Experience—Rural schools, Shelby County, Iowa, 1894-96; Superintendent, Ute, Iowa, Schools, 1901-03; Shelby, Iowa, 1903-05; Greene, Iowa, 1905-11; Editor of Butler County Press, Green, Iowa, 1911-1914; County Superintendent of Butler County, Iowa, Schools, 1914-17; College Secretary, I. S. T. C., 1917.

MARION McFARLAND WALKER, Dean of Women.

Education—Cedar Falls, Iowa, High School; B. L., Ferry Hall, Lake Forest, Illinois, 1880; Graduate work in English and French, Ward's Seminary, Nashville, Tennessee; B. A., I. S. T. C., 1912; Studied in Paris, five months; Traveled in Europe, one year.

Experience—Professor of Applied English, 1890-97; Substitute in English, 1907-08; Dean of Women, I. S. T. C., 1908.

ANNE STUART DUNCAN, Librarian.

Education—Oscoda, Michigan, High School; B. L., University of Michigan, 1897; University of Chicago Library Course, 1903; Studied and traveled in Europe, 1912.

Experience—Reference Librarian, University of Chicago, 1904-09; Librarian, Marquette, Michigan, 1909-11; Librarian, I. S. T. C., 1913.

ANNA R. WILD, Executive Secretary, 1896.

JAMES E. ROBINSON, Superintendent of Construction and of Buildings and Grounds, 1901.

ROGER LEAVITT, Treasurer, 1919.

FRANK N. MEAD, M. D., Health Director, 1920.

EMMA THOMAS, Matron of Hospital and Head Nurse, 1920.

MARY E. HAIGHT, Head of Bartlett Hall.

Education—Graduated Cedar Rapids High School; Post graduate work and one year Normal Course, Cedar Rapids High School; Course in Psychology, Coe College, Cedar Rapids, Iowa, 1900; Home Economics, Bradley Polytechnic, Peoria, Illinois, 1908; Home Economics, Stout Institute, Menomonee, Wisconsin, Summer, 1909; Home Economics, Teachers College, Columbia University, Summer, 1915.

Experience—Primary work in Cedar Rapids, Iowa, Public Schools, 1893-96; General Secretary of City Y. W. C. A., Cedar Rapids, Iowa, 1896-98; Cedar Rapids Public Schools, 1898-1906; Cafeteria Director Y. W. C. A., Cedar Rapids, Summer, 1905; Head of Domestic Science Department, Cedar Rapids Grade and High Schools, 1908-1921; Acting Head of Bartlett Hall, Summers, 1916, 1917, 1918, 1919, 1920; Head of Bartlett Hall, I. S. T. C., 1921.

OFFICERS OF INSTRUCTION

Classified by Departments

Education

G. W. WALTERS, Head.

Education—Rural and private schools, Iowa; Graduated from Howe's Academy, Mt. Pleasant, Iowa; B. S., 1879; M. S., 1882, Iowa Wesleyan College, Mt. Pleasant, Iowa.

Experience—Rural schools, Lee County, Iowa, two years; Principal, Ft. Madison High School, 1879-80; Principal, Whittier College, Salem, Iowa, 1880-83; Howe's Academy, 1883-86; Principal, Preparatory Department, 1886; Professor of Mathematics, 1886-91; Professor of Psychology, etc., 1891-93; Vice President, 1889-93, Iowa Wesleyan College; Principal, Whipple Academy, Illinois, 1893; Assistant Professor of Mathematics, 1895-97; Assistant Professor of Education, 1897-98; Professor of Education, 1898; Head of the Department of Education, I. S. T. C., 1916.

HUGH S. BUFFUM, Professor of Education.

Education—Rural school, LeRoy, Iowa; Graduated from Lineville, Iowa, High School, 1897; Parsons College, 1897-99; B. A., 1901; M. A., 1902; B. Di., 1904; Ph. D., 1906, State University of Iowa; Scholar in Public Speaking, 1901-02; Honorary Fellow in Education, 1904-05; Fellow in Education, 1905-06, State University of Iowa. Member, Phi Beta Kappa, Phi Delta Kappa.

Experience—Superintendent of Lamoni, Iowa, Schols, 1902-04; Iowa City Academy, 1904-06; Instructor in Education, State University of Iowa, 1906-07; Professor of Education, Cornell College, 1907-08; Professor of Educational Theory, State Normal School, Valley City, North Dakota, 1908-11; Superintendent of Training School, Northern State Normal School, Marquette, Michigan, 1911-12; Professor of Education and Psychology, Parsons College, 1913-14; Professor of Education, I. S. T. C., 1914.

JOHN W. CHARLES, Professor of Education.

Education—Wichita High School, 1896-1900; Ottawa University, Kansas, 1900-01; Friends' University, Wichita, Kansas, 1901-03; A. B., 1904; A. M., 1908, Haverford College, Pennsylvania; Attended Columbia University, 1915-16; Iowa University, Summer, 1923. Member, Phi Delta Kappa.

Experience—Department of Greek and Latin, Lewis Academy, Wichita, Kansas, 1904-05; Head of Department of Greek and Latin, Wichita High School, 1905-10; Superintendent of Consolidated Schools, Rose Hill, Kansas, 1910-12; Principal of High School, Eldorado, Kansas, 1912-15; Instructor in Butler County, Kansas, Normal, Summers, 1912, 1914, 1915; Assistant Professor of Education, 1916-17; Professor of Education, I. S. T. C., 1917.

JOSEPH B. PAUL, Professor of Education.

Education—B. S., Valparaiso University, 1908; B. A., Indiana University, 1911; M. A., University of Wisconsin, 1914; Graduate work, University of Wisconsin, 1914-16.

Experience—Rural Schools, two terms, 1905-07; Principal, Township Consolidated School, two terms, 1908-10; Superintendent of Town Schools, Indiana, 1911-13; Assistant in the Department of Education, University of Wisconsin, 1914-16; Assistant Professor of Education, 1916-17; Professor of Education, I. S. T. C., 1917.

E. W. GOETCH, Professor of Education.

Education—Rural schools, Howard County, Iowa; Cresco Normal and Business Institute, 1900; B. Di., 1906; M. Di., 1909, I. S. T. C.; University of Wisconsin, Summer, 1908; B. A., 1910; Graduate work, Summers, 1910, 1913, 1914, 1915; M. A., 1920, University of Iowa. Member, Phi Delta Kappa.

Experience—Rural schools, Howard County, six terms; Principal of Norwalk, Iowa, Schools, 1904-05; Principal of Algona, Iowa, Schools, 1906-08; Superintendent of Bedford, Iowa, Schools, 1910-15; Superintendent of Spencer, Iowa, Schools, 1915-18; Professor of Rural Education, I. S. T. C., 1918. Transferred to Education Department, Spring, 1921.

E. O. FINKENBINDER, Professor of Education.

Education—Graduated State Normal School, DeKalb, Ill.; B. A., State University of Illinois; A. M. and Ph. D., Clark University, Worcester, Mass.

Experience—Rural and Elementary Schools of Illinois; Psychological Laboratory and laboratory classes at Clark University; Supervisor of Practice Teaching and Instructor in Education, Wisconsin State Normal School, Milwaukee, Wis., seven years; in charge of research work in Department of Social Hygiene for the U. S. Government; Head of Department of Education, Cornell College, Mt. Vernon, Iowa, 1920-21; Professor of Education, I. S. T. C., 1921.

MAY SMITH, Professor of Education.

Education—Public schools, Cedar Rapids, Iowa; Graduated from Coe Academy, Cedar Rapids, Iowa; B. A., Coe College, 1905; Graduate work, University of Chicago, Summer, 1917, Winter and Spring Quarters, 1919, Spring, 1920.

Experience—Primary grades, Cedar Rapids, Iowa, 1905-18; Instructor in Primary Methods, I. S. T. C., Summers, 1916-17-18-19; Assistant Professor of Education, I. S. T. C., 1919; Professor of Education, I. S. T. C., 1921.

AMY F. AREY, Professor of Education.

Education—B. Di., 1895; M. Di., 1896, I. S. T. C.; Ph. B., Grinnell College, 1899; B. S., M. A., Columbia University. Member, Phi Beta Kappa, Grinnell College.

Experience—Primary Teacher, Tipton, Iowa, Public schools, 1899-1903; Primary Critic, I. S. T. C., 1903-04; Primary Critic, State Normal, Brockport, New York, 1906-10; Primary Critic, State Normal, Albion, Idaho, 1910-13; Instructor in Education, 1919; Professor of Education, I. S. T. C., 1921.

T. B. HOMAN, Professor of Education.

Education—Rural schools; Four years' academic work; B. Di., 1911; M. Di., 1913; A. B., 1914, I. S. T. C.; M. A., 1917; Advanced Graduate work, 1917-19, S. U. I. Member, Phi Delta Kappa.

Experience—Principal, Public schools, 1903-09; Superintendent of Schools, Adair, Iowa, 1909-11; Superintendent of Schools, Griswold, Iowa, 1910-16; Normal Training Department, Des Moines College, Summer, 1915; State Teachers College, Duluth, Minnesota, 1919-21; Assistant Professor of Education, 1921; Professor of Education, I. S. T. C., 1922.

ROBERTSON RILEY HOLLINGSWORTH, Professor of Education.

Education—Graduated Sylvester, Georgia, High School, 1906; Attended Mercer University, Macon, Georgia, 1906-08, 1909-11; Washington State Normal, Bellingham, Washington, Summers, 1913, 1914; A. B. and A. M., University of Washington, Seattle, Washington, 1914-1916; two years of graduate work; A. M., Summer Session, Teachers College, Columbia University, 1921. Member, Phi Delta Kappa.

Experience—Rural schools, Sylvester, Georgia, 1908-09; Principal, Grade school, Monroe, Louisiana, 1911-12; Principal, Consolidated school, Ashford, Washington, 1912-13; Superintendent of Schools, Ray, Washington, 1913-14; Principal, Central High School, Marysville, Washington, 1916-17; Superintendent of Schools, Coupeville, Washington, 1917-18; Professor of History and Education, Meredith College, Raleigh, N. C., 1918-19; Assistant Professor, Education, Washington University, St. Louis, Mo., 1919-20; Professor of Education, Florida State College, Tallahassee, Florida, Summer, 1920; Assistant Professor of Education, 1921; Professor of Education, I. S. T. C., 1922. Leave of absence during Fall and Winter terms, 1923-24.

J. A. WILEY, Professor of Education.

Education—Graduate, Southeast Missouri State Teachers College, Cape Girardeau, Mo.; B. S. and A. M., University of Missouri; two summers, Columbia University; one year and two summers, all residence requirements completed for Ph. D. degree, University of Chicago.

Experience—Two years in rural schools; five years, principal and superintendent city schools; four years, college departments of education; one year, Central Missouri State Teachers College, Warrensburg, Mo.; one year, University of North Dakota, University, N. D.; Summer term each in Wayne, Nebraska, State Normal School and Pittsburg, Kansas, State Normal School; State College of Agriculture and Engineering, Raleigh, N. C., 1921-22; Assistant Professor of Education, I. S. T. C., 1922; Professor of Education, I. S. T. C., 1923.

O. E. HERTZBERG, Professor of Education.

Education—Graduated State Normal School, Oshkosh, Wis., 1914; B. A.,

University of Wisconsin, 1921; M. A., Teachers College, Columbia University, 1922.

Experience—Five years, principal of schools in the State of Wisconsin. Assistant Professor of Education, I. S. T. C., 1922; Professor of Education, I. S. T. C., 1923.

CHARLES O. TODD, Assistant Professor of Education.

Education—Graduate, Indiana State Normal School, four year course, 1904; A. B., Indiana State University, 1911; M. A., Chicago University, 1916.

Experience—Superintendent of city schools at Franklin, Indiana, five years; Paoli, Indiana, four years; Chester, Illinois, six years; Assistant Professor of Education, I. S. T. C., 1922.

E. C. DENNY, Assistant Professor of Education.

Education—B. A., Indiana University, 1915; M. A., University of Chicago, 1916; Chicago Summer Quarters 1916 and 1922.

Experience—Indiana Rural School; four years in Indiana Consolidated school; 1-3 years in Idaho Normal; 2 years in U. S. Army; 1 year Instructor at Wabash College; 2 years High School Principal, Norfolk, Nebr.; 2 summers Berea College; 1 year head of English in Jr.-Sr. High School at West Allis, Wisconsin; Assistant Professor of Education, I. S. T. C., 1923.

LOUISE A. GREEN, Assistant Professor of Education.

Education—Graduate Wilson Normal School, Washington, D. C., 1915; Ph. B., University of Chicago, 1918; M. A., University of Wisconsin, 1922; Graduate work, Columbia University, summer school, 1921.

Experience—Teacher of Primary grades, Washington, D. C., two years, 1915-1917; Teacher of Education, Normal School, Philippine Islands, two years, 1918-1920; Director of Education, Broadus College, West Virginia, 1 year, 1921; Professor of Education, Eastern State Teachers College, Kentucky, one year, 1922; Assistant Professor of Education, I. S. T. C., 1923.

M. J. WILCOX, Assistant Professor of Education.

Education—B. S., Cornell College, 1914; M. A., State University of Iowa, 1917; Graduate work, Columbia University, 1922-23.

Experience—Toledo, Iowa, High School, 1914-1915; Assistant Supervisor of Educational Research, Detroit, Michigan, 1916; Principal, Phillips School, Des Moines, Iowa, 1919-1920; Superintendent of School, DeWitt, Iowa, 1921-1922; Instructor, I. S. T. C., Extension Summer Schools, 1922 and 1923; Assistant Professor of Education, I. S. T. C., 1923.

English

SAMUEL A. LYNCH, Head.

Education—Rural schools of Madison and Macoupin Counties, Illinois; Graduated from Edwardsville, Illinois, High School, 1885; B. L., 1892, B. P., 1892, University of Missouri; M. A., University of Chicago, 1900; Graduate work, almost all in English, two years.

Experience—Rural school, Madison County, Illinois, 1888-90; Superintendent of California, Missouri, Schools, 1892-95; Head of English Department, Blaine High School, Superior, Wisconsin, 1896-1900; Head Professor of English, State Normal School, Superior, Wisconsin, 1900-05; Principal of Blaine High School, Superior, Wisconsin, 1905-09; Professor of English and Head of the English Department, I. S. T. C., 1909.

JENNETTE CARPENTER, Professor of English.

Education—Public schools of Cedar County and Clarence, Iowa, High School; B. A., 1885; Certificate for year's study of Pedagogy, 1885; M. A., 1888, Cornell College; Graduate Student, Chicago University, 1893-94; Graduate student of Anglo-Saxon and German, Harvard Summer School, 1902, 1903; University of Berlin, 1910-11; Summer School of English for Foreign Women, Oxford University, 1911; Private Lessons in Foreign Languages, Music and Art; Bureau of University Travel in Europe, Fall, 1906.

Experience—Rural schools, Cedar County, Iowa, 1878; Primary work, three years; Tipton, Iowa, High School, 1885-87; Missouri Valley, Iowa, High School, 1887-91; Le Mars, Iowa, High School, 1892-93, 1894-97; Assistant in English, 1899-1900; Instructor in English, 1900-02; Assistant Professor of English, 1902-04; Professor of English, I. S. T. C., 1904.

BERTHA MARTIN, Professor of Oral Interpretation.

Education—Graduate from Chariton, Iowa, High School, 1879; Private school, Fall and Winter of 1879; Graduated from Two Year Course,

1892; Professional Course, 1894, Columbia College of Expression; Studied with Dr. Moulton, Dr. Butler and Dr. Clark, Chicago University.

Experience—Rural school, Spring and Fall of 1880; Chariton, Iowa, Public School, 1880-89; Kansas City, 1889; Teacher, Columbia College of Expression; Private School for Girls, 1894-1905; Colorado State Normal School, Summer 1903; Professor of English, I. S. T. C., 1905.

LILLIAN V. LAMBERT, Professor of English.

Education—B. S., Penn College, 1889; Ph. B., 1895; Ph. M., 1906, University of Chicago; Graduate Work, Oxford University, 1905; Bryn Mawr, 1906-07.

Experience—Oskaloosa, Iowa, High School, 1890-92; Racine, Wisconsin, High School, 1895-97; Des Moines, Iowa, High School, 1897-1905; Instructor in English, 1907-09; Professor of English, I. S. T. C., 1909.

JOHN BARNES, Professor of English.

Education—Public schools and high school, Ontario, Canada; B. A., 1904; M. A., 1905, Northwestern University; Graduate, Cumnook School of Expression, 1905. Member, Delta Sigma Rho.

Experience—Director, Department of Expression, Cornell College, 1905-10; Professor of English, I. S. T. C., 1910. Leave of absence for Army Y. M. C. A. work, March 28, 1918, to Sept. 10, 1919. Leave of absence during the year, 1923-24.

W. B. FAGAN, Professor of English.

Education—Grade schools, 1895-1902; High School, 1903-06, Richmond, Indiana; A. B., Earlham College, 1910; M. A., Kansas University, 1915.

Experience—Loan Desk Assistant, Richmond, Indiana, Public Library, 1905-08, 1909-10; Loan Desk Assistant, University of Illinois Library, 1908-09; Teacher of English, Park Academy, 1910-12; Associate Professor of English, Park College, 1912-15; Assistant Professor of English, 1915-1919; Professor of English, I. S. T. C., 1919.

EVA L. GREGG, Assistant Professor of English.

Education—Iowa State College, two years; B. A., I. S. T. C., 1910; Harvard Summer School, three Summer Terms; Columbia University, two Summers; Chautauqua Summer School, two terms; Travel in Europe, three and one-half months.

Experience—Rural schools, Cherokee County, Iowa, five terms; Grammar Grades, 1883-86; Principal of High School, 1886-87, Cherokee, Iowa; County Superintendent of Schools, Cherokee County, 1888-95; Assistant in English, 1895-96; instructor in English, 1896-97; Assistant Professor of English, I. S. T. C., 1897.

LAURA E. FALKLER, Assistant Professor of English.

Education—Graduated from Palo, Illinois, High School, 1879; Chicago Women's Medical College, (now a part of Northwestern University), 1881-82; Diploma, Dillenberg School of Oratory, Kansas City, Missouri, 1895; Y. W. C. A. Training School, Kansas City, Summer Terms, 1893-96; Chicago School of Oratory, Summer, 1905.

Experience—Rural schools in Illinois, 1879-80; Elementary graded schools, Illinois and Nebraska, 1882-88; Kansas City Public Schools, 1889-93; Instructor in Physical Training and Reading, 1896-1900; Instructor in Reading and Elocution, 1900-05; Assistant Professor of English, I. S. T. C., 1905.

BERTHA B. CAMPBELL, Professor of English.

Education—Rural schools of Jasper County, Iowa; High School, Newton, Iowa; B. A., Monmouth, Illinois, 1906; M. A., S. U. I., 1919.

Experience—Hanover, Illinois, Public Schools, 1911-12; English, High School, Newton, Iowa, 1912-19; Instructor in English, I. S. T. C., 1920, Professor of English, I. S. T. C., 1923. Resigned, January, 1924.

PEARL HOGREFFE, Professor of English.

Education—B. A., Southwestern College, Winfield, Kansas, 1910; M. A., University of Kansas, 1913; Summer, University of Wisconsin, 1916; Summers, University of Kansas, 1917-18; Summer, University of Chicago, 1921; 2 quarters, graduate work during Spring and Summer, 1923, University of Chicago.

Experience—Assistant Principal of High School, Argonia, Kansas, 1910-12; Head of English Department, Mansfield Junior College, Mansfield, Louisiana, 1913-19; Head of English Department, Missouri Wesleyan College, Cameron, Missouri, 1919-21; Instructor in English, I. S. T. C., 1921; Professor of English, I. S. T. C., 1923.

ANNA MARIE SORENSON, Professor of English.

Education—Normal Course, Ellsworth College, 1903; B. A., 1907; M. A., 1912, Scholar in English, Fellow in English, 1910-12, S. U. I.; Graduate student University of Chicago, Fall, 1920; Summer 1923, Columbia University.

Experience—Rural Schools of Iowa, 1902-03; Grades, Radcliffe, Iowa, 1903-04; High School, Ruthven, Iowa, 1904-05; High School, Rapid City, S. D., 1907-09; High School Principal, Halstad, Minnesota, 1909-10; University of Colorado, 1912-18; Illinois State Normal University, 1918-20; Instructor in English, University of Chicago, Fall 1920, Instructor in English, Summers, 1918-19-20-21; Instructor in English I. S. T. C., 1921; Professor of English, I. S. T. C., 1923.

SELINA M. TERRY, Professor of English.

Education—Graduated High School, Slayton, Minnesota, 1899; Ph. B., 1903, M. A., 1907, Hamline University; Summer session, 1915, California University; Six summer sessions, State University of Iowa; 1918-19, Graduate work, University of Iowa; Radcliffe College, 1921-22.

Experience—High School, Marshall, Minnesota, 1903-06; High School, Pipestone, Minnesota, 1907-08; High School, Sibley, Iowa, 1909-12, Principal 1912-18; Instructor in English, State University of Iowa, 1919-1922; Instructor in English, I. S. T. C., 1922; Professor of English, I. S. T. C., 1923.

FLORENCE E. FREEMAN, Assistant Professor of English.

Education—Cedar Falls Public Schools; B. Di., 1901, M. Di., 1902, B. A., 1908, I. S. T. C.

Experience—Ward Principal, Rochester, Minnesota, 1903-06; English and Public Speaking, Sigourney, Iowa, 1908-11; English, Waterloo, Iowa, 1912-17; English, Cedar Falls, Iowa, 1917-18; Stenography, High School of Commerce, Omaha, Nebraska, 1918-20; Head of English Department, Watertown, South Dakota, 1921-22; Summers 1920-21-22, Instructor in English, I. S. T. C., Assistant Professor of English, I. S. T. C., 1923.

HELEN C. KNAPP, Instructor in Oral Interpretation.

Education—B. A., I. S. T. C., 1919; Summer session, University of Wisconsin, 1922.

Experience—Head of English Department, Rock Rapids, Iowa, 1919-22; Instructor in English, I. S. T. C., 1922.

RAY L. SHORT, Instructor of Public Speaking.

Education—High School and Tilford Collegiate Academy; State University of Iowa, B. A., 1915; M. A., 1916; Graduate School Harvard University, 1916-17; Member Delta Sigma Rho.

Experience—Rural Schools of Iowa; Department of Speech, State University of Iowa, 1915-16; Department of Speech Harvard University; 1916-17; Special Lecturer and Educational Director Boy Scouts of America, 1917-23; Instructor of Public Speaking, I. S. T. C., 1923.

HAZEL B. STRAYER, Professor of Oral Interpretation.

Education—Graduate West Waterloo High School; B. A., I. S. T. C., 1914; Graduate student, Columbia College of Expression, 1918; M. A., Columbia University, 1923.

Experience—Dramatic coach, Independence, Iowa, High School, 1915-16; Instructor, Public Speaking, I. S. T. C., 1917; with "Dominion Chautauqua," Calgary, Canada, 1919-21; Instructor of Public Speaking, I. S. T. C., 1922; Professor of Public Speaking, I. S. T. C., 1923.

IDA C. ROHLF, Instructor in English.

Education—Graduate High School, Hampton, Iowa; B. A., I. S. T. C., 1915; M. A., Iowa State University, 1923.

Experience—Rural Schools of Clay County, Iowa, 1898-1901; Grades 7 and 8, Everly, Iowa, 1901-11; High School Principal and Teacher of English in Consolidated Schools, Thornton, Iowa, 1915-16; Hudson, Iowa, 1916-20; Aurelia, Iowa, 1920-22; Extension Summer Schools, I. S. T. C., 1919-20-21-22; Instructor of English, I. S. T. C., 1923.

BERNICE C. TOMS, Instructor in English.

Education—Marion High School; B. A., Coe College, 1905; Wellesley College, 1905-06; Smith College, 1906-07; Cedar Rapids Business College, 1917; M. A., Coe College, 1922.

Experience—Marion High School, 1910-16; Assistant Examiner, Intelligence Department, War Trade Board, Washington, D. C., 1917-19; Junior High School, Cedar Rapids, 1919-21; Educational Assistant, Masonic Service Association, 1921-22; Instructor in history, I. S. T. C., winter term, 1922-23; transferred to Instructor in English, Spring Term, 1923.

LEAH RUTH RUDMAN, Instructor of English.

Education—Graduated from Central High School, St. Louis, Missouri; B. A., Washington University, St. Louis, Missouri; Teaching Certificate, North Central Association; M. A., Washington University, St. Louis, Missouri; Graduate work, University of Colorado, Summers, 1921-22; Europe, 1909; Member, Taney; Member, Phi Beta Kappa, Washington University, St. Louis, Missouri.

Experience—St. Louis Community Center, 1918-21; English, Colorado University, Summer, 1922; Instructor in English, I. S. T. C., 1923.

FLORENCE C. WEAVER, Instructor of English.

Education—B. A., Iowa Wesleyan College, 1919; M. A., University of Illinois, 1923.

Experience—English and Public Speaking, Richland High School, Richland, Iowa, 1919-22; Instructor in English, I. S. T. C., 1923.

HANS H. ANDERSEN, Instructor of English.

Education—High School, Borkop, Denmark, 1909-1910; B. A., I. S. T. C., 1923. Member of Kappa Delta Pi.

Experience—Teacher of English, Danebod College, Tyler, Minnesota, 1921; Instructor in English, I. S. T. C., 1923.

LOIS GILLAM, Instructor of English.

Education—B. A., State University of Iowa, 1916; Diploma in Dramatic Art, Drake University, 1922.

Experience—Head of English and principal, Flandreau, High School, South Dakota, 1916-19; Instructor of English, East High, Des Moines, 1919-1921; Instructor in School of Speech and Dramatic Art, Syracuse University, New York, 1922-23; Instructor of English, I. S. T. C., 1923.

MARIE HORTENSE GUYER, Instructor in English.

Education—High School, Waseca, Minnesota, 1912; B. A., 1918, St. Catherine's College, St. Paul, Minnesota; Teachers Diploma in Speech and Dramatics, 1917, Northwestern University; Graduate student, Summer, 1922, Northwestern University.

Experience—High School Principal, Ivanhoe, Minnesota, 1918-20; High School teacher of English and Expression, Austin, Minnesota, 1920-21; Okmulgee, Oklahoma, 1921-23; Instructor in English, State Teachers College, Emporia, Kansas, Summer term, 1923; Instructor in English, I. S. T. C., Winter term, 1923-24.

GRACE M. GAARDER, Instructor in English.

Education—High School, Northwood, Iowa, 1919; B. A., 1923, Iowa State Teachers College.

Experience—Part-time Instructor in English, I. S. T. C., Winter term, 1922-23 and Spring term, 1923; High School teacher of English and Public Speaking, Fall Term, 1923, Mapleton, Iowa; Instructor in English, I. S. T. C., Winter, 1924.

Latin and Greek**FRANK IVAN MERCHANT, Head.**

Education—A. B., Shurtleff College, 1880; A. M.; Ph. D., 1890 University of Berlin; Traveled and studied in Europe, especially in Italy, 1903-04.

Experience—Instructor in Latin and Greek, Preparatory Department of Shurtleff College, 1880-85; Instructor in the Sauveur Summer School of Languages 1884-85; Professor of Latin, University of South Dakota, 1891-1903; Professor of Latin and Greek and Head of the Department, I. S. T. C., 1907.

DORA THUENSEN, Instructor in Latin.

Education—Graduated Teachers College High School, 1911; B. A., I. S. T. C., 1919.

Experience—High School, Iowa Falls, Iowa, 1919-20; Critic in Teaching, 1920; Part time Instructor, 1921; Instructor, I. S. T. C., 1922.

Romance Languages**GEORGE ARTHUR UNDERWOOD, Head.**

Education—B. A., 1905; Fellowship in Greek, 1905-06; M. A., 1906; B. S. in Education, 1906, University of Missouri; A. M., 1909; Townsend Scholarship, 1909-10; Saltonstall Scholarship, 1910-11; Ph. D., 1914, Harvard University; Parker Traveling Fellowship, 1911-12; Graduate Student, University of Paris, 1911-12. Member, Phi Beta Kappa.

Experience—Professor of French and Latin, Missouri Valley College, 1906-08; Instructor of Romance Languages, University of Missouri,

1912-13; Professor of Romance Languages, Kenyon College, 1913-14; Instructor in French Language and Literature, 1914-17; Assistant Professor of French Language and Literature, 1917-18, Smith College; Instructor in French, West Point Military Academy, Summer 1917; Professor and Head of the Department of Romance Languages, I. S. T. C., 1918.

INGEBRIGT LILLEHEI, Professor of Romance Languages.

Education—Graduated from Red Wing Seminary, Red Wing, Minnesota, 1904; B. A., 1908; Scholarship, 1908-09; M. A., 1909 University of Minnesota; Graduate work, University of Paris, 1910-11; Ph. D., University of Illinois, 1914; Graduate work, University of Chicago, Winter 1915-16; Summers, 1916-17, Member, Phi Beta Kappa, Lambda Alpha Psi, University of Minnesota.

Experience—Teacher of French, State College of Washington, 1909-10; French University of Illinois, 1911-13; French Northwestern University, 1914-15; French and Spanish, University of Iowa, 1916-18; French and Spanish, Colorado State Normal School, Gunnison, Colorado, Summer 1918; Professor of Romance Languages, I. S. T. C., 1918.

HOMER C. HADDOX, Assistant Professor of Romance Languages.

Education—B. A., Ohio State University 1913, M. A., 1917; Interpreter in 308th Engineers (service in England, France, Belgium, Luxemburg, Germany) 1918-1919; U. S. diplomatic service in Paraguay, South America, 1920-23.

Experience—Assistant Instructor in French and Spanish, Ohio State University, 1915-1917; Instructor in French and Spanish, Culver Military Academy, summer 1916; Instructor in French and Spanish, Oklahoma Agricultural and Mechanical College, 1917-1918; Instructor in French, Army of Occupation School, Arnheim, Germany, 1919; Instructor in Romance Languages, Ohio State University, 1919-20; Instructor in Romance Languages, Oklahoma Military Academy, 2nd semester, 1923; Assistant Professor of Romance Languages, I. S. T. C., 1923.

HELEN ROSE BAYNE, Instructor of Romance Languages.

Education—B. A., University of Minnesota, 1920; Traveled in British Isles and student at Oxford University, 1920-21; Librarian at American Library in Paris, 1921-23.

Experience—Tutor in French, Paris 1921-23; Instructor in Romance Languages, I. S. T. C., 1923.

MILDRED DYER, Instructor of Romance Languages

Education—Pe. B. 1907, A. B., 1908, Drake University; Graduate Student, Bryn Mawr College, 1911-12; University of Warburg, Germany, Summer 1912; University of Iowa, 1913-16; University of Wisconsin, summers 1915-16; University of California, summer 1917; University of Washington 1918; University of Montpellier, France, 1920; University of Grenoble, France 1921; Diploma d'etudes francaises, University of Grenoble, 1921; University of Paris, 1922-23.

Experience—Instructor, Adel High School, Iowa, 1908-09; Knoxville High School, Iowa, 1909-11; Iowa City High School 1913-16; Missoula High School, Montana, 1916-20; Instructor of Romance Languages, I. S. T. C., 1923. Member Phi Beta Kappa.

German

JOHN B. KNOEPFLER, Head.

Education—Union school, Milford, Michigan; Private student in German, French and Spanish since nineteen years of age. Life diploma, State of Iowa, 1894.

Experience—Rural school, Michigan, four months, 1871-72; Second primary, 1873; Assistant Principal, 1873-74, Milford, Michigan; Upper grades, Central Mine, Michigan, 1874-76; Superintendent, Fayette, Iowa, 1876-82; Superintendent, West Union Iowa, 1882-89; Superintendent, Lansing, Iowa, 1889-92; Superintendent of Public Instruction for Iowa, 1892-94; Regent of the State University and President of the Board of Trustees of the State Normal School, 1892-94; Superintendent, Lansing, Iowa, 1894-1900; Professor of German (French 1905-18) and Head of the Department, I. S. T. C., 1900.

Mathematics and Commerce

IRA S. CONDIT, Head.

Education—Public schools, Viola, Illinois; Rural school, Camp Creek, Illinois; Branch Academy, Macomb, Illinois; Parsons College Academy, Fairfield, Iowa, 1879-1882; B. A., 1886; M. A., 1889, Parsons College;

Graduate student, University of Chicago, Summer Terms, 1906, 1908, 1909.

Experience—Rural schools, Jefferson County, Iowa, 1886-87; Principal Weldon, Iowa, Public Schools, 1887-88; Instructor in Latin and Mathematics, Corning Academy, Corning, Iowa, 1881-91; Superintendent of Lenox, Iowa, Schools, 1891-92; Principal of Red Oak, Iowa, High School, 1892-98; Assistant Professor of Mathematics, 1898-99; Professor of Mathematics, 1899; Head of the Department of Mathematics, 1909; Head of the Department of Mathematics and Commerce, I. S. T. C., 1922.

HARRY C. CUMMINS, Professor of Commerce.

Education—Waverly, Iowa, Public Schools; Graduate, Valder Business College, 1891; B. Di., I. S. T. C., 1898.

Experience—Principal, Commercial Department, Nora Springs Seminary, 1891-93; Principal, Commercial Department, Waterloo Business College, 1893-95; Instructor of Penmanship and Bookkeeping, 1898-1904; Assistant Professor of Penmanship, Bookkeeping, and Commercial subjects, 1904-09; Professor of Commercial subjects and Head of the Department of Commercial Education, 1909; Professor of Commerce, I. S. T. C., 1922.

EMMA F. LAMBERT, Professor of Mathematics.

Education—Rural School Diploma, Mudbranch, Argyle, Wisconsin; Graduated from Argyle, Wisconsin, High School; B. Di., 1896; M. Di., 1897, I. S. T. C.; Ph. B., State University of Iowa, 1904; Graduate student, University of Chicago, Summer Terms, 1914, 1916.

Experience—Rural schools, Hardin county, Iowa, 1890-92; Principal and Teacher of Latin and Mathematics, Dows, Iowa, High School, 1897-1900; Assistant in Arithmetic, 1901-03, 1904-06; Instructor in Mathematics, 1906-09; Assistant Professor of Mathematics, 1909-15; Professor of Mathematics, I. S. T. C., 1915.

CHARLES W. WESTER, Professor of Mathematics.

Education—Rural schools, Polk County, Oregon; Preparatory School, Willamette University; B. S. D., Oregon State Normal, 1891; Student, University of Oregon, 1894-96; Student, Washington State College, 1900-01; B. S., University of California, 1908; A. M., University of Washington, 1911; Graduate Student, University of Chicago, 1911-13.

Experience—Student teacher, village schools, Ballston, Oregon; Rural schools, Oregon and Washington, 1891-94; Rural schools, Washington, 1896-1900; Principal of Grammar School, Dinuba, California, 1901-03; Reader in Mathematics, University of California, 1907-08; Principal of Grammar School, Eugene, Oregon, 1908-09; Instructor in Mathematics, University of Washington, 1909-11; Reader for Examiner in Mathematics, University of Chicago, 1911-13; Instructor in Mathematics, State University of Iowa, 1913-15; Assistant Professor of Mathematics, 1916-18; Professor of Mathematics, I. S. T. C., 1918.

ROBERT D. DAUGHERTY, Professor of Mathematics.

Education—Rural schools, Louisa County, Iowa; Graduate, Washington Academy, 1895; M. Di., I. S. T. C., 1900; B. Ph., Iowa Wesleyan College, 1910; Graduate student, University of Iowa, 1916-17.

Experience—Rural schools in Washington and Louisa Counties, Iowa, 1896-97; Grades seven and eight, Cedar Falls, Iowa, Spring, 1899; Assistant principal, Victor, Iowa, Public Schools, 1900-01; Assistant Principal, 1901-02; Principal, 1902-09; Washington Academy, Washington, Iowa; Student Instructor, 1909-10; Head of Department of Mathematics, 1910-13, Iowa Wesleyan College; Instructor in Mathematics, 1913-15; Assistant Professor of Mathematics, 1915-19; Professor of Mathematics, I. S. T. C., 1919.

E. E. WATSON, Professor of Mathematics.

Education—Rural schools, Van Buren County, Iowa; M. Di., I. S. T. C., 1901; B. S., 1905; M. S., 1905, University of Iowa; Graduate student, University of Chicago, Summer Quarters, 1906, 1907, 1908.

Experience—Teacher in Springville High School, 1901-03; Professor of Mathematics and Physics, Wheaton College, 1905-08; Assistant Professor of Mathematics, Washington State Agricultural College, 1908-10; Professor of Mathematics and Astronomy, Parsons College, 1910-20; Instructor in Summer Schools, I. S. T. C., 1914-20; Professor of Mathematics, I. S. T. C., 1920.

C. A. SPEER, Professor of Commerce.

Education—B. A., Kansas State Normal, Emporia, Kansas; Summer course in Gregg Shorthand, Gem City Business College; Course in Higher Accounting, LaSalle Extension University.

Experience—Student Assistant in Commercial Department, Kansas State

Normal, three years; Head of Commercial Department, Neodosha, Kansas, High School, 1913-16; Head Stenographic Department, Bay Path Institute, Springfield, Massachusetts, 1916-17; Manager of branch of Bay Path Institute at Brattleboro, Vermont, 1917-20; Instructor in Commercial Department, East Des Moines High School, 1920-22; Assistant Professor of Commerce, I. S. T. C., 1922; Professor of Commerce, I. S. T. C., 1923.

GEORGE R. MACH, Assistant Professor of Commerce.

Education—Harrison Technical High School, Chicago, three years; Riverside-Brookfield High School, one year, graduating in 1915; University of Illinois, College of Agriculture, 1915-1917; College of Commerce, 1919-1921, B. S. degree; 1921-1922, M. S. degree, major in Business Organization and Operation.

Experience—High School, Monmouth, Illinois, Bookkeeping, Commercial Law, Salesmanship, Vocations, 1922-23; Assistant Professor of Commerce, I. S. T. C., 1923.

MYRTLE E. GAFFIN, Instructor of Commerce.

Education—Graduate, Buffalo Center, Iowa, High School; B. Di., I. S. T. C., 1907; Attended Helena, Montana, Business College; Commercial Education Diploma, I. S. T. C., 1921; B. A., I. S. T. C., 1923.

Experience—Grades, West Liberty, Iowa, 2 years; Grades, Helena, Montana, 3 years; Bookkeeper and Stenographer in commercial offices, 4 years; Independence, Iowa, High School, 2 years; Instructor in Commerce, I. S. T. C., 1923.

JULIA MAE MYERS, Instructor of Commerce.

Education—High School, Independence, Iowa, 1909; B. Di., I. S. T. C., 1912; University of Michigan, Summers 1918-19; Palmer Method Penmanship Summer School, 1922; Student at I. S. T. C., 1922-23.

Experience—High School, Keystone, Iowa, 1912-13; Grades, East Waterloo, Iowa, 1913-18; Grades, Independence, Iowa, 1918-22; Part-time Instructor, Commercial Department, I. S. T. C., 1923.

Physics and Chemistry

LOUIS BEGEMAN, Head.

Education—Public School, Evansville, Indiana; Graduated from two-year business course, 1880, and from four-year course, 1882, Evansville High School; B. S., 1889; M. S., 1897; University of Michigan; Ph. D., University of Chicago, 1910; Life Diploma, State of Iowa, 1892; Life Principalship Certificate, Chicago Board of Education, 1891.

Experience—Rural Schools of Indiana, 1883-86; Superintendent of Schools, Corydon, Iowa, 1889-95; Professor of Physics and Chemistry, Parsons College, 1895-99; Professor of Physics, 1899; Head of the Department of Physics and Chemistry, I. S. T. C., 1911.

S. FREEMAN HERSEY, Professor of Physics.

Education—Graded schools, Earlville, Iowa; Graduated from Epworth Seminary, 1883; B. Ph., Beloit College, 1892; Special Botany student at Missouri Botanical Gardens under Dr. Trelease, 1892-95; Student, Jefferson Physical Laboratory, Harvard University, Summer 1903; Student in Physics, University of Wisconsin, Summer 1912.

Experience—Rural school, Delaware County, 1884; Principal of Public Schools, Epworth, 1885; Farley, 1886; Earlville, 1887-89; Instructor in Elementary Science, Manual Training School of the Washington University, St. Louis, 1892-95; Principal of North Wisconsin Academy (now Northland College), Ashland, Wisconsin, 1895-98; Instructor in Physics and Mathematics, Beloit College and Academy, 1899; Instructor in Physics, 1899-1902; Assistant Professor of Physics, 1902-04; Professor of Physics, I. S. T. C., 1904.

ROBERT W. GETCHELL, Professor of Chemistry.

Education—Public School, Independence, Iowa, Graduated from Independence High School, 1902; Student, Cornell College; Iowa, 1904-07; B. A., I. S. T. C., 1911; Graduate student and instructor, 1913-14; M. S., 1914; Graduate student, University of Wisconsin, 1919-20; Member, Sigma Xi.

Experience—Rural schools of Iowa, 1903-04; Assistant in Chemistry, Cornell College, 1905-07; Assistant in Chemistry, Iowa State College, 1907-09; Instructor in Chemistry, 1909-11; Assistant Professor of Chemistry, 1911-12; Professor of Chemistry, I. S. T. C., 1912. Leave of absence, 1919-20.

O. B. READ, Professor of Chemistry.

Education—Public Schools of Indiana; Two year Normal Diploma, Ridgeville College, Indiana, 1894; Ph. B., Ped. B., Hillsdale College, Michigan 1902; Teacher's Life Certificate in Michigan, 1902; University of Michigan, Summer 1900; M. A. in Chemistry, University of Wisconsin, 1910; Graduate work, University of Illinois, 1917-18.

Experience—Tutor in Physical Geography, Ridgeway College, 1893-94; Rural school, Jay County, Indiana, 1893-96; Assistant in Chemistry, Hillsdale College, 1900-02; Professor of Science, 1902-09; Secretary and Treasurer, 1903-05; Dean, 1908-09, Parker College, Minnesota; Head of Science Department and Professor of Physics and Chemistry, Central College, 1910-13; Instructor in Chemistry, 1913-16; Assistant Professor of Chemistry, 1916-17; Professor of Chemistry, I. S. T. C., 1918.

W. H. KADESCH, Professor of Physics.

Education—Rural Schools, Wood County, Ohio; Public Schools, Payne, Ohio; Preparatory Schools, Ohio Northern University; B. S., 1906, Ohio Wesleyan University; Ph. M., 1910, Ph. D., 1915, University of Chicago.

Experience—Rural Schools, Ohio, 1896-99, 1900-01, 1902-03; Walden University, Nashville, Tenn., 1906-07; High School, Washington, Ohio, 1907-08; Assistant Professor and Professor of Physics, I. S. T. C., 1910-13; Instructor, Electrical Engineering and Physics, U. S. Naval Academy, Annapolis, Md., 1913-18; Principal, Calvert School, Annapolis, Md., 1918-21; Professor of Physics, I. S. T. C., 1921.

Natural Science**EMMET J. CABLE, Head.**

Education—Rural Schools of Iowa; Graduated from Hubbard High School, 1894; B. S., 1900; M. S., 1903, Cornell College; Graduate student, Chicago University, 1903-05; Assistant to State Geologist Blotchley, Indiana, Summer 1905; Fellow, Department of Geology, 1916-17; Ph. D., 1917, State University of Iowa. Member, Sigma Xi, State University of Iowa; Phi Beta Kappa, Cornell College, 1923.

Experience—Rural schools, Hardin County, Iowa, 1896-97; Charge of Grammar Grade, Hubbard, Iowa, 1897-98; Superintendent of Albion, Iowa, Township High School, 1900-03; Instructor in Geography, 1905-06; Assistant Professor of Natural Science, 1906-08; Professor of Natural Science, 1908-17; Head of the Department of Natural Science, I. S. T. C., 1917.

GEORGE W. NEWTON, Professor of Natural Science.

Education, B. Di., I. S. T. C., 1882; A. B., 1887; A. M., 1890, Iowa State University; Graduate student, Harvard University, 1890-91.

Experience—Rural schools, three terms, 1877-79; Principal of graded schools, 1882-84, 1888; Teacher of Science at Baird College, Clinton, Missouri, 1888-1890; Instructor in Natural History, 1891-92; Professor of Biological Science, 1892-94, Cornell college; Charge of Science work, Grand Island College, 1894-96, Instructor in Natural Science, 1896-97; Professor of Natural Science, I. S. T. C., 1897.

ALISON E. AITCHISON, Professor of Natural Science.

Education—Graduate from Estherville High School, 1894; M. Di., I. S. T. C., 1903; B. S., Iowa State University, 1907; M. S., Chicago University, 1914.

Experience—Rural schools, 1894-98; Elementary grades of city school, 1899-1902; Critic in Training in High School, I. S. T. C., Fall 1903; Instructor in Geography, 1903-05; Assistant Professor, 1905-14; Professor of Natural Science, I. S. T. C., 1914. Leave of absence, fall term, 1922.

WINFIELD SCOTT, Professor of Natural Science.

Education—Rural schools of Illinois; Normal School Diploma, 1911; B. Ed., 1913, Illinois State Normal University; Student, Southern Illinois State Normal, Spring and Summer 1910; Iowa State Agricultural College, Summers, 1915-17; B. S. in Agriculture, 1916; M. S. in Agriculture, 1918, University of Illinois.

Experience—Rural schools of Illinois, 1901-05; Principal of Golconda, Illinois, High School, 1905-06; Superintendent, Brookport, Illinois City Schools, 1906-08; Superintendent, Chrisman, Illinois, City Schools, 1913-14; Instructor in Agriculture, Illinois State Normal University, 1915-17; Instructor in Natural Science, Summer, 1918; Assistant Professor of Natural Science, 1918-19; Professor of Natural Science, I. S. T. C., 1919.

ROY L. ABBOTT, Professor of Natural Science.

Education—Graduated from Conesville, Iowa, High School, 1905; B. A., I. S. T. C., 1915; M. S. Wisconsin University, 1917; Graduate Student, Wisconsin University, 1919-20.

Experience—Rural Schools of Iowa, four years, 1908-13; Fairfield, Iowa, High School, 1915-16; Instructor in Natural Science, Summers, 1916, 1917; Assistant Professor of Natural Science, I. S. T. C., 1917; Leave of absence, 1919-20; Professor of Natural Science, I. S. T. C., 1920.

C. W. LANTZ, Professor of Natural Science.

Education—Graduate Western Illinois State Normal School, 1909; A. B., 1913, A. M., 1914, Graduate student, 1914-15, Fellow in Botany, one semester, 1919, University of Illinois; Graduate student, 1916-17, University of Chicago. Member of Sigma Xi and Phi Kappa Phi.

Experience—Principal High School, LaHarpe, Illinois, 1909-11; Assistant in Botany, University of Illinois, 1914-15; Teacher of Biology, Illinois State Normal University, summers, 1915, 1916, 1917, 1921; Teacher of Biology, Thornton Township High School (Chicago Suburban High School) 1915-17; Assistant Professor of Botany, University of Nevada, 1917-18; 1919-21; Professor of Natural Science, I. S. T. C., 1921.

H. EARL RATH, Professor of Natural Science.

Education—Graduate, Plymouth, Iowa, High School, 1910; B. S., Iowa State College, 1916; M. S., Ames, 1923.

Experience—Rural schools, 1910-11; Principal of High School, Fonda, Iowa, 1916-17; High School, Decorah, Iowa, 1917-20; Instructor, Summers, 1918, 1919, 1920, 1921; Assistant Professor, I. S. T. C., 1921; Professor of Natural Science, I. S. T. C., 1923.

MARGUERITE UTTLEY, Professor of Natural Science.

Education—Dubuque High School, 1910; B. A., I. S. T. C., 1915; M. S., University of Chicago, 1921.

Experience—Critic in Training, I. S. T. C., 1912-1915; Supervisor of Geography, Central State Normal School, Mt. Pleasant, Michigan, 1915-16; Critic, I. S. T. C., 1916-18; Critic, State Normal School, Belknap, Washington, 1918-19; Instructor in Geography, I. S. T. C., Summer and Fall, 1919; Assistant in Geography, University of Chicago, 1920-21; Assistant Professor of Natural Science, I. S. T. C., 1921; Professor of Natural Science, I. S. T. C., 1923.

GEORGE HENDRICKSON, Assistant Professor of Natural Science.

Education—Graduate, Buffalo Center High School, 1907; Student, Iowa State College, 1916-17; Student, University of Utah and Utah Agricultural College in extension work, two terms' credit, 1917-18-19; B. A., I. S. T. C., 1921; Cornell University, 1922-23.

Experience—Rural schools, Kossuth County, Iowa, 1908-09; Principal, town schools, 1912-13, 1914-15; Instructor in Biology, Ogden, Utah, High School, 1917-20; Instructor in Elementary Agriculture, I. S. T. C., seven terms; Superintendent of Schools, Thornburg, Iowa, 1921-22; Instructor in Natural Science, I. S. T. C., Fall, 1922; Assistant Professor of Natural Science, I. S. T. C., 1923.

O. R. CLARK, Assistant Professor of Natural Science.

Education—A. B., 1916, Graduate Student, 1919-1922, M. A., 1921, University of Nebraska.

Experience—Teacher of Science, Loup City, Nebraska, 1916-17; Principal of High School, Loup City, Nebraska, 1917-18; Teacher of Science, Stromsburg, Nebraska, High School, part of 1918; Instructor in Botany, University of Nebraska, 1919-22; Assistant Professor of Natural Science, I. S. T. C., 1922.

VERA RIGDON, Assistant Professor of Natural Science.

Education—Peru, Nebr. Normal School, Fall Term, 1913; Winona, Indiana College, Winter, 1913; University of Nebraska, B. A., 1921; Graduate Student at the University of Nebraska, 1921-22.

Experience—7th and 8th Grades, Doniphan, Nebr., 1 year; Primary Grades, Whitmon, Nebr., 1 year; Rural Schools in Merrick and Jefferson Counties, Nebr., 2 years; High School, Lincoln, Nebr. one-half year; University of California, Geography Department, 1922-23; Assistant Professor of Natural Science, I. S. T. C., 1923.

HELEN LOUESE HEARST, Instructor of Natural Science.

Education—Graduated from I. S. T. C., High School, 1916; B. A., I. S. T. C., 1921.

Experience—Sixth Grade, Iowa Falls, 1918-1919; Critic in Teaching, I. S. T. C., 1921; Transferred to Natural Science Dept. as Instructor, Fall Term, 1923.

JOHN S. HODGES, Taxidermist.

Education—Public Schools of the state of Washington; Special Course in Science, University of Washington.

Experience—Assistant to Curator of Zoological Exhibits State Museum, Seattle, Washington. Taxidermist, Iowa State Teachers College, 1923.

Social Science**M. R. THOMPSON, Head.**

Education—Graduate, Western Union College Academy, LeMars, Iowa, 1910; B. A., Western Union College, LeMars, Iowa, 1913; M. A., 1915, Ph. D., 1917, University of Iowa.

Experience—Professor of Social Sciences, Morningside College, Sioux City, Iowa, 1917-18; U. S. Army, 1918-19; Professor of Social Sciences, Missouri State Teachers College, Cape Girardeau, Missouri, 1919-21; Professor of Government and Economics, 1921; Acting Head, Department of Social Science, I. S. T. C., 1922.

SARA M. RIGGS, Professor of History.

Education—B. Di., I. S. T. C., 1885; B. L., University of Michigan, 1894; Graduate Student, 1894, University of Michigan.

Experience—Rural schools, two years, town schools, 1885-87; Instructor in English, 1887-91; Assistant Professor of History, 1895-99; Professor of History, 1899; Head of Department of History, 1913; Professor of History, I. S. T. C., 1922. Leave of Absence, winter, 1922-23.

WARREN L. WALLACE, Professor of Government.

Education—Rural schools; State normal and Training School, Potsdam N. Y.; A. B., University of Michigan, 1907; University of Chicago, Summers, 1915-16; A. M., University of Minnesota, 1918; Courses in Education, University of Minnesota, 1919-20.

Experience—Rural schools, 1900-01; Principal of Union School Oswegatchie, N. Y., 1903-04; Principal of High School, Marine City, Michigan, 1907-08; Head of the Department of History, Government and Economics, The Lewis and Clark High School, Spokane, Washington, 1908-1916; Instructor in High School, Shop-classes and Citizenship Classes, Minneapolis, Minnesota, 1916-1920; Professor of Government, I. S. T. C., 1920.

MARY B. HUNTER, Professor of Government and Economics.

Education—B. A., in Education, I. S. T. C., 1912; M. A., University of Chicago, 1918.

Experience—Rural school, 1900-03; Graded schools, 1903-06; Teacher of Normal Training, Red Oak, Iowa, High Schools, 1912-14; Teacher of History and Civics, Cedar Falls High School, 1914-15; East Waterloo High School, 1915-18; Instructor in Government and Economics, 1918; Assistant Professor in Government and Economics, 1920; Professor in Government and Economics, I. S. T. C., 1921.

W. A. YOUNG, Professor of History.

Education—High School, Haviland Academy, Haviland, Kansas; A. B., Friends University, Wichita, Kansas, 1905; A. B., Haverford College, Haverford, Pa., 1906; Summer Session, Harvard, 1908; A. M., 1912, Half summer session, 1916; Half summer session, 1917, University of Chicago.

Experience—Oak Grove Seminary, Vassalboro, Maine, 1906-1911; Haviland Academy, 1912-1913; Preparatory Department, Friends University, 1913-1915; Wichita High School, Wichita, Kansas, 1915, 1921; Professor of History, I. S. T. C., 1921.

J. E. LAYTON, Professor of History.

Education—Graduate of Indiana State Normal School; A. B., Indiana University; A. M., University of Chicago. All residence work completed for the Ph. D. degree in History and Political Science, University of Chicago.

Experience—Principal of high school, Winamac, Indiana; Superintendent of schools, Attica, Indiana; Assistant in History, Indiana University; Instructor in Americanization school, Kent, Ohio; Head of Department of History and Government, State Normal College, Kent, Ohio, 1913-1921; Professor of History, I. S. T. C., 1922.

GEORGE C. ROBINSON, Professor of Government.

Education—Graduate high school, Oconomowoc, Wisconsin; B. A., University of Wisconsin, 1916; Graduate student, Education and History, University of Wisconsin, Summer 1917; M. A., Government and History, Harvard University, 1920; Graduate student, Political Science

and History, University of Wisconsin, 1920-21; Graduate Student, Government and Social Ethics, Harvard University, 1921-22.
 Experience—Cadet instructor in military science and tactics, University of Wisconsin, 1914-16; High School instructor of history and civics, Jefferson, Wisconsin, 1916-18, 1919; U. S. Army 1918; Reader in American History, Harvard University, 1920; Teaching fellow in political science, University of Wisconsin, 1920-21; Professor in Government, I. S. T. C., 1922.

EDWARD G. PUNKE, Instructor of Economics.

Education—B. S. degree, Hastings College, 1916; A. M. degree, University of Missouri, 1920, in economics and sociology; 1920-21, Fellow in Sociology, University of Michigan; 1921-22, Harrison Fellow in Sociology, University of Pennsylvania.

Experience—High School, three years; part-time instructor in sociology, University of Michigan, 1921; instructor in Economics and Commerce, Butler College, Indianapolis, 1922-23; instructor in history and sociology, Marshall College, Huntington, West Virginia, summer term 1923; Instructor in Economics, I. S. T. C., 1923.

MILDRED SHARP, Instructor of Social Science.

Education—B. A., 1920; M. A., 1922, State University of Iowa.

Experience—Assistant in Department of Political Science, 1920-21; Part time Instructor in department of Political Science, 1921-22; Instructor in Political Science, 1922-23, State University of Iowa; Instructor in Social Science, I. S. T. C., 1923.

Art and Manual Arts

CHARLES H. BAILEY, Head.

Education—Graduated from Iowa City, Iowa, High School, 1891; B. S. in C. E., Iowa State University, 1895; Chicago Normal School, Summer, 1897; Cornell University, Summer Sessions, 1900, 1901; B. S., Columbia University, 1903; Manual Training Diploma, Teachers College, Columbia University, 1903.

Experience—Inspector and Superintendent of Construction with Crellin & Lovell, Engineers, Des Moines, Iowa, 1895-96; Supervisor of Manual Training, Iowa City public schools, 1897-1902; Director of Manual Training, James Milliken University, 1903-05; Professor of Manual Arts and Head of the Department of Manual Arts, 1905; Head of Department of Art and Manual Arts, I. S. T. C., 1922.

HENRIETTA THORNTON, Professor of Art.

Education—Student, The Granville Female College, Ohio, 1878; Graduated from Preparatory School of Northwestern University, 1879; Student, College of Liberal Arts in Northwestern University, 1880-81; Student, Art Institute, Chicago, 1882-85; Student of Mr. Ben Pittman in the Cincinnati Art Academy, 1886; Pupil of Mr. George Smillie, New York, three months, 1885; Pupil of Miss H. Revere Johnson, Cooper Institute, New York, 1886; Graduated from Pratt Institute, 1892; Three months in Europe, Summer, 1901; Student of Professor Schönschen, Munich, Germany, 1912-13.

Experience—Wesleyan Female Academy, Cincinnati, 1885; Private classes in Evanston, Illinois; St. Paul, Minnesota, one year; Springfield, Illinois, two years; Princeton Township High School, 1892-95; Instructor in Drawing, 1895-96; Professor of Drawing, 1896; Head of the Department of Art, 1913; Professor of Art, I. S. T. C., 1922.

BERTHA L. PATT, Professor of Art.

Education—Graduated from Dexter, Iowa, High and Normal School, 1884; Work in Dexter High School, 1885; Capital City Commercial College, Des Moines; Des Moines Academy of Art, 1888; Art School, Des Moines, Summers, 1889-92; Des Moines Academy of Art, 1893-94; Art Students' League, New York City, under Douglas Volk, Carroll Beckwith, Wm. M. Chase, 1894-95; Art Students' League and New York School of Art, under Kenyon Cox, Wm. M. Chase, Charles Hawthorne, Irving Wiles, 1898-99; Outdoor Sketching; Mr. Charles A. Cumming, Summers, 1896-97; Charles W. Hawthorne, Summer, 1899; Charles A. Cumming, Summer, 1900; A. W. Dow, Summer, 1902; E. A. Batchelder, Summers, 1907-08; Bureau of University Travel in Europe, four months, 1912; Academy of Fine Arts, Chicago, Fall, 1913; University of New York, Summer, 1916.

Experience—Country schools, Dexter, Iowa, four months, 1887; Nevada, Iowa, 1888-90; Penmanship and Drawing, Decorah, Iowa, 1890-92; Drawing, Butte, Montana, 1892-93; Instructor in Penmanship and Drawing, 1895-1900; Assistant Professor of Drawing, 1900-04; Professor of Art, I. S. T. C., 1904.

EFFIE SCHUNEMAN, Professor of Art.

Education—Graduated from Boonsboro High School; I. S. T. C., two Summer terms; Summer School, Art Institute, Chicago; Diploma, Normal Art Course, Pratt Institute, 1914. Studied Water Color with J. B. Snell, President, New York Water Color Club, New York City; New York School of Fine and Applied Arts, Winter term, 1919-1920, New York City; Design with Ralph Helm Johannot, Cleveland Class, Winter, 1922-1923.

Experience—Primary teacher, 1888-1906; Supervisor of Drawing, 1906-10, Boone, Iowa; Instructor in Art, 1911-16; Assistant Professor of Art, 1916-1921; Professor of Art, I. S. T. C., 1921.

CLARK H. BROWN, Assistant Professor of Manual Arts.

Education—Churdan, Iowa, High School, 1893-94; State Preparatory School of Colorado, Boulder, 1897-98; I. S. T. C., Winter, 1898-99; Western College, Toledo, Iowa, Summer, 1899; Director of Manual Arts Diploma, I. S. T. C., 1908.

Experience—Rural and village schools, 1899-1903; Instructor in Manual Arts, 1906-16; Assistant Professor of Manual Arts, I. S. T. C., 1916.

EDNA O'BRYAN, Assistant Professor of Art.

Education—Graduate, Warrensburg State Normal School, 1912; Student, Art Institute, Chicago, Summer, 1915; Graduate, Normal Art and Manual Training Course, Pratt Institute, Brooklyn, N. Y., 1918; Design with Ralph Helm Johannot, Cleveland Class, Winter, 1922-1923.

Experience—Village school, Umbarter, Texas, 1907-11; Teacher, third and fourth grades, public schools, Warrensburg, Missouri, 1912-14; Supervisor of Art, public schools, Warrensburg, Missouri, 1914-16; Art teacher, State Normal School, Warrensburg, Missouri, 1918-19; Instructor in Art, Winter, 1919-20, 1920-21; Assistant Professor in Art, I. S. T. C., 1921.

AGNES B. COLE, Assistant Professor of Manual Arts.

Education—Graduate, Avoca, Iowa, High School, 1895; Attended Simpson College, 1896-97; Six weeks, Summer terms, Drake University, 1898; I. S. T. C., 1906-07-09; Pratt Institute, Brooklyn, N. Y., 1913-15; Studied design with Ralph Helm Johannot, three weeks, 1918, and pottery with Judson T. Webb, five weeks; Six weeks, University of Chicago, 1920.

Experience—Rural schools, 1895-96; Public schools, Avoca, Iowa, 1897-1912; Principal, Lincoln School, Norfolk, Nebraska, 1912-13; Summer term, I. S. T. C., 1916; Supervisor of Art and Drawing, public schools, Great Falls, Montana, 1915-21; Assistant Professor, Manual Arts Department, I. S. T. C., 1921.

ALICE WAUGH, Instructor of Art.

Education—High School McKinley, Mo., 1912; B. S., University of Missouri, 1916; Special student in Art, Harris Teachers College, St. Louis, Mo., Summer, 1915; Summer term, Chicago Academy of Fine Arts, 1919.

Experience—Supervisor of Art and Instructor in Household Arts, Overland, Mo., 1916-1918; Instructor, Evening High School, St. Louis, Mo., 1918-19; Practice of Commercial Design, Chicago, Ill., 1919-1921; Instructor in Art, I. S. T. C., 1921.

Music**C. A. FULLERTON, Head.**

Education—B. Di., 1889; M. Di., 1890, I. S. T. C.; Special work, University of Chicago, 1896-97; Harvard University, Chicago University, Summer Schools; Studied with private teachers; Studied, Schools of Great Britain.

Experience—Rural schools, two terms; Principal, Norway, Iowa, one year; Superintendent, Parkersburg, Iowa, schools, 1890-93; Superintendent, Manson, Iowa, schools, 1893-96; Instructor in Vocal Music, 1897-1900; Assistant Professor of Vocal Music, 1900-02; Professor, and Director of Vocal Music, 1902-09; Professor of Music and Head of the Department of Music, I. S. T. C., 1909.

ANNA GERTRUDE CHILDS, Professor of Voice and History of Music.

Education—Public school, Rockford, Iowa; Graduated from Cedar Falls, Iowa, High School, 1885; B. A., 1889; M. A., 1892, Grinnell College; School of Public School Methods, Lexington, Massachusetts, 1890; Course in Psychology with G. Stanley Hall, Clark University, Worcester, Massachusetts, 1898-99; Studied Voice, Grinnell School of Music, 1885-86, 1888-89; Ben T. Hammond, Worcester, Massachusetts, 1894, 1898-99; Sir George Henschel, London, 1901; George Ferguson, Berlin,

1907-08; L. A. Torrens, New York, Chicago, Lake Geneva, 1915, 1919-1921, 1923.

Experience—Principal of Intermediate Department of Training School, 1889-90; Teacher and Supervisor of Public School Music, 1890-98, State Normal School, Oneonta, New York; Teacher of Voice, Conservatory of Music, Lincoln, Nebraska, 1899-1900; Instructor in Voice, 1901-09; Instructor in History of Music, 1906-09; Professor of Voice and History of Music, I. S. T. C., 1909.

LOWELL, E. M. WELLES, Professor of Voice.

Education—High school, Arcade, New York; Normal Training, Arcade, New York, two years; Berea College, Kentucky, one year; Oberlin Conservatory of Music, four years; Student under Kaschowska of Berlin and Yeatman Griffith of London, 1913-14.

Experience—Public schools of New York, six years; Professor of Singing, Cornell College, Mount Vernon, Iowa, 1910-11; Instructor in Voice, 1911-13; Professor of Voice, I. S. T. C., 1914. Leave of absence during year 1923-24.

ELIZABETH BURNEY SCHMIDT, Professor of Music and Voice.

Education—Public School Music Diploma, 1909; Voice Diploma, 1911, I. S. T. C.; Studied with Maestro Vannini, Florence, Italy, 1911-12.

Experience—Instructor in Voice, I. S. T. C., 1909-11; Instructor in Voice and Public School Music, Baker University, Baldwin, Kansas, 1912-14; Assistant Supervisor of Music, Des Moines, Iowa, city schools, 1914-17; Professor of Music, I. S. T. C., 1917.

GEORGE W. SAMSON, JR., Professor of Organ and Piano.

Education—Studied organ with Harrison M. Wild of Chicago; Studied piano privately.

Experience—Teacher of piano and accompanist, 18 years, formerly organist of 41st St. Presbyterian Church, Chicago; Organist Walnut St. Baptist Church, Waterloo, Iowa; Private piano studio in Cedar Falls; Associate Professor, I. S. T. C., 1916; Professor of Organ, 1923.

WILLIAM E. HAYS, Instructor of Public School Music, and Teacher of Voice.

Education—Student Avalon College; Public School Music Diploma, Voice Diploma, B. Di., 1912, I. S. T. C.; Student of L. A. Torrens, Boston, New York and Chicago.

Experience—Teacher in rural schools; Principal of Grammar School, Centerville, 1902-06; Supervisor of Music, Chariton, 1906-1908; Assistant in Public School Music, I. S. T. C., 1908-10; Supervisor of Music, Iowa City, Iowa, 1912-14; Acting Head of the Department of Music, and Teacher of Voice and Theory, 1914-1919; Professor of Voice and Instructor in Public School Music, S. U. I., 1919-21; Teacher of Voice and Instructor in Public School Music, I. S. T. C., 1921.

MINNIE E. STARR, Instructor of Music.

Education—Four year high school course; Graduate, Detroit Conservatory of Music; Post graduate work in Harmony, Theory of Music, Methods; Graduate, National Summer School of Music; Summer session, American Institute, Normal Methods; Two years' private study with tutors and in teachers' study clubs.

Experience—Flint, Michigan; Moline, Illinois; Birmingham, Michigan, 1903-1914; Central State Normal School, Mt. Pleasant, Michigan, 1914-1917; Muskogee, Oklahoma, 1917-1922; East Central State Normal School, Ada, Oklahoma, Summer, 1920; Kansas State Normal School, Emporia, Kansas, Summer, 1919; Instructor in Music, I. S. T. C., 1922.

ROSE LENA RUEGNITZ, Instructor of Piano.

Education—Summer of 1913 in Munich studios; Music graduate, 1914; Mus. Bac. with Pi Kappa Lambda honor key, 1920, Northwestern University; Four years of piano study with Victor Heinze; Theory with Clarence Dickinson and Arne Oldberg; Soloist with Chicago Symphony Orchestra; Chosen soloist with Berlin Philharmonic.

Experience—Instructor, Elgin, Ill., Piano School, 1910-14; Instructor in Harmony and History of Music, New Trier and Evanston, Ill., high school, 1914-16; Head of piano and theory departments, University of Wyoming, Laramie, 1916-19; Post graduate student and instructor in Piano and Theory, Northwestern University, 1919-20; Professor of Piano and Theory, Knox College, Galesburg, Illinois, 1920-22; Instructor of Piano and Theory, Northwestern University, 1922-23; Instructor of Piano, I. S. T. C., 1923.

ALTA FREEMAN, Instructor of Piano.

Education—Valedictorian, Le Mars High School, 1909; Studied Theory under Louis C. Elson; Ensemble under Josef Adamowski; Piano under

F. Addison Porter, Boston; Graduate with piano soloist's and teacher's diploma, New England Conservatory, Boston, 1912; Studied under Felix Fox, Summers, 1913, 1914; Pupil of Carlo Buouamici, 1915-17; Pupil of Rudolph Ganz, 1920-21; Member of playing class of Ganz Master classes; Pupil of Josef Lhevinne, Master class of 1922; attended Master class of Percy Grainger, Summer, 1922.

Experience—Student teacher, New England Conservatory, 1909-1912; Professor of Piano, Morningside College, 1914-16; Professor of Piano, Miss Porter's School for Girls, Farmington, Connecticut, 1916-19; Head of Piano Department, Central Missouri State Teachers College, Warrensburg, Missouri, 1919-20; Head of Conservatory of Music of Western Union College, Le Mars, Iowa, 1920-23; Instructor of Piano, I. S. T. C., 1923.

LUCILE E. REDING, Instructor of Piano.

Education—West High School, Des Moines, Iowa; Piano under Marie Van Aaken of Drake Conservatory for five years; Graduate regular course of the Damrosch Institute of Musical Art of New York City in 1921; Post graduate with honors from the same school in 1923; Studied Theory under Percy Goetschins for four years; Piano under Elizabeth Strauss, a Leschetizky pupil, for five years; Harmonic dictation under Franklin Robinson for three years; Musical appreciation under Henry Krehbiel; History of Music under Waldo Selden Pratt; Ear training under George A. Wedge; Pedagogy under Dr. Frank Damrosch; Efficiency under Mr. Thomas Tapper.

Experience—Accompanist and piano instructor in Des Moines; Accompanist and piano instructor in New York City for four years; Teacher of Piano, Ear-training, and Harmony in the Damrosch Institute of Musical Art of New York City in 1922-23; Teacher of Musical Appreciation in Ethical Culture School, New York City, 1920; Instructor of Piano, I. S. T. C., 1923.

HAROLD B. HOLST, Instructor of Voice.

Education—High School, Cedar Falls, Iowa; Studied singing under L. M. Welles, I. S. T. C., from 1914-1918; Studied with L. A. Torrens, five summers at Lake Geneva, Wisconsin, and in New York City, season of 1922-23; Piano under James Reistrup, Sioux City, and Lewis Williams, New York City.

Experience—Taught singing at Morningside College Conservatory, 1919-22; Director of Music at Camp Riverdale in the Adirondacks, Summer, 1923; Concert, church, and recital experience; Instructor of Voice, 1923.

MILDRED HINKLE, Instructor of Music.

Education—San Diego High School, San Diego, California; Graduate State Teachers College, San Diego, California; Graduate Public School and Community Music Course, Northwestern University; Private instruction, Violin, Piano, Voice, and Theory.

Experience—Supervisor of Music, Huntington Beach, California, two years; Ohio State University, Summer school; Supervisor of Violin and Public School Music, Huron College, South Dakota, one year; Instructor of Music, I. S. T. C., 1923.

Orchestral Music

THEODORE R. GUNDRY, Head.

Education—High School, Amherst, Massachusetts; City College, New York; Began study of Piano at seven years of age, later showing preference for Violin; Entered New England Conservatory of Music, Boston, 1906; Studied Violin with Eugene Gruenberg and Carl Peirce; Ensemble and String Quartette with Joseph Adamowski; Orchestral training under various conductors, including Wallace Goodrich and George W. Chadwick; Harmony and Analysis with Goodrich and Benjamin Cutter; Theory of Music with Louis C. Elson; Highest credit for Violin in graduating class of 1912 at New England Conservatory; Member, Phi Mu Alpha Sinfonia, Boston; Studied Violin with Henri Raymond, Paris.

Experience—Teacher and soloist in Boston, 1907-16, including five years as instructor at New England Conservatory, Boston; Head of Violin Department and Instructor of Solfeggio, Washburn College, Topeka, Kansas, 1917-18; Soloist, Orchestra and Band Conductor with A. E. F., 1918-19; Head, Orchestral Music Department, I. S. T. C., 1919.

F. L. McCREARY, Professor of Orchestral Music and Band Conductor.

Education—Privately tutored by Professor Max P. Arnhem of Leipzig and Hamburg (also Assistant Director, West Point Military Academy),

1896-97; Jeremiah Simpson, Gold Medal man, Knellar Hall, Edinburgh (Professor Simpson was also British Army Bandmaster in India), 1897-98; Professor C. A. Hewitt of Dana's Institute, 1899.

Experience—Bandmaster, Iowa State Soldiers' Home, under Colonel C. C. Horton, Second Iowa Cavalry, 1901-04; Conductor, Cedar Falls Concert Band, 1907-19; Orchestral Music, Cedar Falls city schools, three years; Instructor in Orchestral Music and Band Conductor, 1914-1921; Professor of Orchestral Music and Band Conductor, I. S. T. C., 1921

Physical Education

FRANK N. MEAD, Head.

Education—M. D., University of Iowa, 1893; M. D., University of Pennsylvania, 1895; Special work, University of Vienna, 1897.

Experience—First Lieutenant, Company F, Iowa National Guard, including Mexican Border Service, 1911-1917; Commandant, I. S. T. C. Cadets, 1917-1918; Medical service U. S. A. with rank of captain from June 7, 1918, to end of war; Head Physical Education Department, I. S. T. C., 1920. (See Officers of Administration.)

Dr. Geo. A. Bairnson substituted for Dr. Mead during his twelve weeks' leave of absence, from July 18 to Oct. 23, 1923.

MONICA R. WILD, Professor of Physical Education for Women, Assistant Head.

Education—Graduate from Cedar Falls, Iowa, High School, 1907; Physical Education Diploma, 1911; B. A., 1912, I. S. T. C.; Student, Battle Creek Normal School of Physical Education, Summer, 1913; Graduate, Chicago Normal School of Dancing, Summer, 1919; Columbia University, Summer, 1922; University of Wisconsin, Summer, 1923.

Experience—Director of Physical Training, Waterloo Y. W. C. A., 1911-12; Instructor in Physical Education, 1913-17; Assistant Professor of Physical Education, 1917-18; Professor of Physical Education, 1918; Acting Head of Physical Education for Women, 1918-20; Professor of Physical Education for Women and Assistant Head, I. S. T. C., 1920.

L. L. MENDENHALL, Professor of Athletics for Men, Assistant Head.

Education—Attended Earlham High School, Penn Academy, and Drake University; L. L. B., University of Iowa, 1917; Attended Dunwoody Institute and Massachusetts Institute of Technology.

Experience—Athletic Director, one and one-half years, Boone, Iowa, High School; Summer Play Ground Director; Coach, Carleton College, Northfield, Minnesota, 1920-21; Professor of Athletics for Men and Assistant Head of Physical Education, I. S. T. C., 1921.

DORIS E. WHITE, Professor of Physical Education.

Education—Graduated from Indianola, Iowa, High School, 1906; B. A., Simpson College, 1911; M. Di., I. S. T. C., 1914; Student, Chicago Normal School of Dancing, Summer, 1919; Columbia University, Summer, 1922.

Experience—Teacher of Science, Indianola High School, 1909-13; Director of Physical Training and Public Speaking, Beaverhead County High School, Dillon, Montana, 1915; Director of Playground, City of Dillon, and Montana Normal School, Summer, 1915; Instructor in Physical Education, 1915-17; Assistant Professor of Physical Education, I. S. T. C., 1917; Acting head of Physical Education for Women, Summers, 1918, 1920.

LULA E. SWEIGARD, Assistant Professor of Physical Education.

Education—Graduated from Bedford, Iowa, High School, 1913; Physical Education Diploma, 1917; B. A., 1918, I. S. T. C.

Experience—Rural schools, 1913-14; Supervisor of Chancey Playground, Clinton, Iowa, Summer, 1916; Student Assistant in Physical Education, 1917-18; Instructor in Physical Education, 1918-1921; Assistant Professor of Physical Education, I. S. T. C., 1921.

GRACE VAN NESS, Assistant Professor of Physical Education.

Education—Graduated from Denison Normal School, 1906; B. A., Cornell College, 1911; M. Di., I. S. T. C., 1919; Columbia University, Summer, 1922.

Experience—Teacher of Latin and German at West Side, Iowa, High School, 1911-13; at Correctionville, Iowa, High School, 1913-15; and at Sibley, Iowa, High School, 1915-17; Instructor in Physical Education, 1919-21; Assistant Professor of Physical Education, I. S. T. C., 1921.

PAUL F. BENDER, Assistant Coach of Athletics for Men.

Education—Graduated from Le Mars, Iowa, High School, 1913; B. A., 1918; Summer Session, 1921, S. U. I.

Experience—Assistant Instructor in Gymnastics, S. U. I., 1916-1918; Ath-

letic Director, Shenandoah, Iowa, High School, 1920-1921; Assistant Professor in Physical Education, I. S. T. C., 1921.

L. GENIECE HOLLIS, Instructor of Physical Education.

Education—Graduate, I. S. T. C., High School, 1919; Graduate, Physical Education Course, I. S. T. C., 1921; University of Wisconsin, Summer 1923.

Experience—Instructor in Physical Education, I. S. T. C., 1921.

MILDRED GARDNER, Instructor of Physical Education.

Education—Graduate, Cherokee, Iowa, High School; Graduate, Physical Education, I. S. T. C., 1922.

Experience—Instructor in Physical Education, I. S. T. C., 1922.

MARJORIE J. COOKE, Instructor of Physical Education.

Education—Graduate, Charles City, Iowa, High School, 1919; B. A., I. S. T. C., 1922.

Experience—Instructor in Swimming, Cedar Rapids, Iowa, Summer, 1921; Instructor in Physical Education, I. S. T. C., 1922.

BLANCHE HENAK-WHITFORD, Instructor of Physical Education.

Education—Graduate Wyoming High School, Wyoming, Iowa; Physical Education Diploma, Summer 1918, B. A., 1922, I. S. T. C.

Experience—Supervision Training School play ground, Summer 1918; Supervision of Physical Education, East Waterloo Schools, Waterloo, Iowa, 1919; Instructor of Physical Education, I. S. T. C., Summer 1919.

OSBORNE B. COWLES, Assistant Coach of Athletics for Men.

Education—Graduate Browns Valley, Minnesota High School, 1918; B. A., Carlton College, 1922.

Experience—Athletic Director, Rochester, Minnesota High School; Assistant Coach, I. S. T. C., 1923.

ELDA MAY PLATT, Instructor of Physical Education.

Education—Graduate Frances Shimer School, Mount Carroll, Ill.; Physical Education Diploma, I. S. T. C., 1917.

Experience—Physical Director, rural, grade and high school, Palmyra, New York, 1917-18; Physical Director grade and high school, Canajoharie, New York, 1918-19; Physical Director State Teachers College, St. Cloud, Minn. 1920-22; Instructor, I. S. T. C., 1923.

ESTHER RAE, Assistant Instructor of Physical Education.

Education—Graduate of Madison High School, Madison, South Dak.; B. A. degree-Physical Education major-I. S. T. C., Summer 1923.

Experience—Supervision of Training School Playground, Summer of 1923; Assistant Instructor of Physical Education, 1923.

Home Economics

ANNA LEE LEGGETT, Head.

Education—Graduated Packer Collegiate Institute, Brooklyn, N. Y.; Pratt Institute, Brooklyn, N. Y.; B. S., 1910; M. A., 1921, Columbia University.

Experience—Friendly House Association, 1905-09; Martha Washington Seminary, Washington, D. C., 1910-11; Winthrop Normal and Industrial College, Rock Hill, S. C., 1911-13; Elmira College, Elmira, N. Y., 1914-21; Head, Home Economics Department, I. S. T. C., 1921.

JENNIE E. SHOUP, Professor of Home Economics.

Education—Graduate from Mulvane, Kansas, High School, 1909; B. A., Kansas State Agricultural College, 1915; Student, Wisconsin University, Summer, 1920.

Experience—Rural schools Summer County, Kansas, 1909-11; Second grade, Mulvane, Kansas, 1911-12; Supervisor of Home Economics, Ottawa, Kansas, 1915-18; Home Economics Extension Pennsylvania State Agricultural College, 1918-20; Assistant Professor of Home Economics, 1920; Professor of Home Economics, I. S. T. C., 1921.

EMMA STRATTON, Professor of Home Economics.

Education—Graduate from Ottawa, Kansas, High School, 1909; B. S., Kansas State Agricultural College, 1915; Student, Wisconsin University, Summer, 1920.

Experience—Principal of High School, Williamsburg, Kansas, 1911-12; Teacher of Home Economics, Gove, Kansas, High School, 1915-17; Home Economics Extension, Pennsylvania State Agricultural College, 1917-20; Assistant Professor of Home Economics, 1920; Professor of

Home Economics, I. S. T. C., 1921. Leave of absence during year, 1923-24.

MARY H. PAIGE, Professor of Home Economics.

Education—Terre Haute, Indiana High School, 1913; Indiana State Normal, B. A., 1917 and Music 1917-1918; M. A., Teachers College, Columbia University, 1923.

Experience—Instructor of Home Economics in Consolidated High School, 1918-1921; Substituted in Vocational School, 1923; Professor of Home Economics, I. S. T. C., 1923.

LOUISE ADLER, Instructor of Home Economics.

Education—Le Mars High School, 1913; Student coaching and Post Graduate H. S., 1913-14; Western Union College, 1914-1915; Home Economics Diploma, I. S. T. C., 1916; B. A., I. S. T. C., 1923.

Experience—Principal, Public Schools, Varina, Iowa, 1916-1918; Home Economics teacher, Waldorf, Minnesota, 1918-1921; Student Assistant I. S. T. C., 1922-23; Instructor of Home Economics, I. S. T. C., 1923.

MRS. MIRIAM H. ABBOTT, Instructor of Home Economics.

Education—Graduate, Kansas State Normal School, Emporia, Kansas, 1902; Stout Institute, Menomonie, Wisconsin, 1910; Attended Home Economics State Normal, Santa Barbara, California, Summer 1913; Ph. B. University of Chicago, 1917.

Experience—Public Schools, Chanute, Kansas and Leavenworth, Kansas, 1902-1908; Home Economics Department of Athens, Georgia, State Normal, 1910-11; Vocational High School Red Wing, Minnesota, 1911-1912; Public Schools of Kansas City, Missouri, 1912-1916; Home Economics Department I. S. T. C., 1917-1920; Substitute in department, 1920-1923.

Teaching

EVA MAY LUSE, Head.

Education—Graduate, H. S., Audubon, Iowa; M. Di., 1904, Home Economics Diploma, 1918, I. S. T. C., B. A., 1906, M. A., 1910. Special Certificate in Education, 1906. Member, Phi Beta Kappa, State University of Iowa, Summer 1920, Columbia University.

Experience—Critic Teacher, 1906-13, Professor of Teaching, 1913-16, Assistant Director 1916-18, Acting Director 1918-19, Director of Teaching, 1919, I. S. T. C.; Professor of Educational Psychology, Cornell University, Ithaca, New York, Summers, 1921, 1922; partial leave of absence, 1923-24, doing graduate work, S. U. I.

CHARLES WARREN HELSLEY, Assistant Head and High School Principal.

Education—Graduated from Denison, Iowa, High School, 1911; B. A., Simpson College, 1915; Attended Colorado State Teachers College, Summer 1919. Member, Phi Rho Delta, Honorary Forensic Fraternity.

Experience—Instructor of Science and Athletic Coach, Clarinda High School, 1915-16; Instructor in History and English, Denison High School, 1916-17; Instructor in Physical Training and Athletics, Denison High School, 1919; State High School Y. M. C. A. Secretary, 1917-18; Critic in Teaching and High School Principal, I. S. T. C., 1919; Assistant Head, 1923.

INA BEST, Supervisor of Primary Teaching.

Education—High School, Fargo, N. Dakota, 1900; University of Minnesota, 1903-1905; Columbia University, B. S., 1915; M. A., 1920; Diploma Elementary Supervision, 1920.

Experience—Rural Schools, Cass County, North Dakota, 1900-1901; Primary Grades, Amania, N. Dakota, 1901-03; Primary Grades at Wahpeton, N. D., 1905-6; Primary Grades, Fargo N. Dakota, 1901-06, 1910-14; Primary Critic, Mt. Pleasant Normal School, Mt. Pleasant, Michigan, 1915-21; Supervisor of Primary Teaching, I. S. T. C., 1921.

E. GRACE RAIT, Supervisor of Primary Teaching.

Education—Graduated from Reinbeck, Iowa, High School, 1899; Primary Teacher Diploma, 1911; B. Di., 1913; Critic Teacher Certificate, 1913, I. S. T. C.; Student, University of Chicago, Spring and Summer 1916; B. A., I. S. T. C., 1920; Columbia University, Summer, 1922.

Experience—Rural Schools, 1901-02; Reinbeck Public Schools, 1902-09; Waterloo Public Schools, 1909-10; Critic in second grade, Montana State Normal College, 1913-14; Assisting Primary Critic, 1914-16; Critic in Primary Teaching and Primary Supervisor, I. S. T. C., 1916.

SADIE, TOW, Supervisor of Teaching.

Education—Stavanger School, LeGrand, Iowa, 1905-08; Westtown School, Westtown, Pennsylvania, 1908-09; B. Di., I. S. T. C., 1911-13; B. A.,

and Critic Certificate, I. S. T. C., 1918; Summers, 1921-1922, Columbia University.

Experience—Grammar Grades, Onslow, Iowa, 1909-11; Sixth Grades, Rockwell City, Iowa, 1913-14; Sixth Grades, Montrose, Colorado, 1914-15; Critic in Training, I. S. T. C., 1915-17; Critic Teacher, Northern Illinois State Normal School, De Kalb, Illinois, 1918-19; Supervisor of Teaching, I. S. T. C., 1919.

MARNA PETERSON, Supervisor of Teaching.

Education—Graduated from Loda, Illinois, High School, 1908; B. A., University of Chicago, 1913; Graduate Student, University of Chicago, Fall, 1913; Summers, 1919-1920; Columbia University, Summer, 1922.

Experience—Rural schools, Rankin, Illinois, 1911-12; High School, Lawton, Oklahoma, 1913-14; Grade Teacher, Oak Park, Illinois, 1915-17; Critic Teacher, Junior High School Normal School, DeKalb, Illinois, 1917-19; Supervisor of Teaching, I. S. T. C., 1920.

ROSE HANSON, Supervisor of Teaching.

Education—Graduated, Oakland, Nebraska, High School, 1910; Graduated, Normal School, Peru, Nebraska, 1915; Summer session, Nebraska Wesleyan University, 1917; Summer term, Columbia University, 1919; B. S., University of Nebraska, 1920.

Experience—Rural schools, Burt County, Nebraska, 1910-13; Grade Teacher, Oakland, Nebraska, 1915-18; High School, Oakland, Nebraska, 1918-19; Supervisor of Teaching, I. S. T. C., 1920.

BETH PRIBBLE, Supervisor of Teaching.

Education—Graduated, Atlantic, Iowa, High School, 1908; B. A., University of Iowa, 1917; Graduate Student, University of Iowa, Summer, 1919.

Experience—High School, Oelwein, Iowa, 1917-18; High School, Atlantic, Iowa, 1918-19; High School, Sioux City, Iowa, 1919-20; Supervisor of Teaching, I. S. T. C., 1920.

HELEN JAMES, Supervisor of Teaching.

Education—Graduated, Grinnell, Iowa, High School, 1907; Kindergarten Diploma, Drake University, 1909; Summer Term, 1915, University of Chicago; Kindergarten-Primary Supervision Diploma, 1920, B. S., 1921, Columbia University; Summer, 1922, Chicago University.

Experience—Kindergarten, Des Moines, Iowa, 1909-11; Grade Teacher, Grinnell, Iowa, 1912-13; Kindergarten Director, Fort Dodge, 1913-16; Kindergarten Director, Gilbert, Minnesota, 1916-17; Kindergarten and Primary, Fort Dodge, Iowa, 1917-19; Supervisor of Teaching, I. S. T. C., 1920. Leave of absence, beginning Jan. 27, 1924.

MABEL TURNER, Supervisor of Teaching.

Education—High School, Glenwood, Iowa, 1908; B. A., 1918; Critic Training Certificate, 1918, I. S. T. C.; Summers, 1921-22, Columbia University.

Experience—Rural School, Montgomery County, 1908-1911; I. S. T. C. High School, 1916-18; Marshalltown, Iowa, High School, 1918-21; Supervisor of Teaching, I. S. T. C., 1921.

MRS. ELOISE BURKHARDT, Supervisor of Teaching.

Education—West Des Moines High School, 1914; B. A., Drake University, 1918.

Experience—Part time instructor, Commercial Education, 1920-21; Supervisor of Teaching, I. S. T. C., 1921.

MINNIE LEIGH BOURLAND, Supervisor of Teaching.

Education—High School, Dixon, Kentucky, 1896; Hopkins College, Madisonville, Ky.; University of Chicago, Summers, 1908, 1910; University of Tennessee, Summer, 1909; University of Colorado, Summer, 1911; Columbia University, Summer, 1912.

Experience—Principal, Earlington, Ky., 1904-06; Principal and Primary Supervisor, Intermediate Grades, Training School, Bowling Green, Ky., 1916-21; Critic in Teaching, I. S. T. C., 1921; Supervisor of Teaching, I. S. T. C., 1923.

JUNETTA C. HEINONEN, Supervisor of Teaching.

Education—High School, Negaunee, Michigan; Normal School, Marquette, Michigan; B. A., University of Michigan, 1921.

Experience—Junior High School Science, Crystal Falls, Michigan, 1913-1916; High School Science, Republic, Michigan, 1916-1920; Critic in Teaching, I. S. T. C., 1921; Supervisor of Teaching, I. S. T. C., 1923.

OPAL LEWTON, Supervisor of Teaching.

Education—Avoca High School, 1909; Graduate Normal School Peru, Nebraska, 1911; B. A., University of Nebraska, 1921. Summer term at Chicago Kindergarten College and Summers of 1921, 1922, and 1923 at Columbia University.

Experience—Rural School, 1909-1910; First and Second Grades, Shelby, Iowa, 1911-1915; Primary Grades, Lincoln, Nebraska, 1915-1923; Supervisor of Teaching, I. S. T. C., 1923.

AGNES F. RICE, Critic of Teaching.

Education—Graduated from Grundy Center High School, 1896; Graduate, Advanced Professional Course, State Normal School, Mankato, Minnesota, 1902; Student, University of Chicago, Summer, 1915; Student, I. S. T. C., Summer, 1916.

Experience—Canby, Minnesota, two years; Jackson, Michigan, four years; Peoria, Illinois, four years; Algona, Iowa, two years; Perry, Iowa, two years; Critic in Training, January 3, 1917, to July 17, 1917; Assistant Critic in Teaching I. S. T. C., 1917-19; Critic in Teaching, I. S. T. C., 1919.

MABEL JESSEN, Critic of Teaching.

Education—Graduated from Exira High School, 1916; B. A., 1920, Critic Certificate, I. S. T. C., 1921.

Experience—Critic in Training, 1919-1921; Critic in Teaching, I. S. T. C., 1921.

ABBIE LEATHERBERRY, Critic of Teaching.

Education—High School Tipton, Iowa, Graduate, Kindergarten Course, 1913, Critic Certificate, I. S. T. C., 1919.

Experience—Audubon, Iowa, 1913-1917; Kindergarten Critic, 1917-1918, First Grade Critic, 1918-1919, I. S. T. C., Primary Critic, Normal School, Bowling Green, Ohio, 1919-21; Critic of Teaching, I. S. T. C., 1921.

MARY P. CALDWELL, Critic of Teaching.

Education—Kindergarten Diploma, 1910; Critic Teacher Certificate, 1918; B. A., I. S. T. C., 1919.

Experience—Assistant Principal, Dolliver, Iowa; Grammar Grades, Burt, Iowa; Superintendent, Urbana, Iowa; Superintendent, Goodell, Iowa, 1918-19; Normal Training, Mapleton, Iowa, 1919-21; Normal Training, Leon, Iowa, 1921-22; Intermediate Critic, I. S. T. C., 1922.

SELMA SCHUMANN, Critic of Teaching.

Education—Graduate, High School, Larchwood, Iowa, 1915; Primary Diploma, I. S. T. C., 1918.

Experience—Rural Schools, Larchwood, Iowa, 1915-16, 1918-19; Primary, Rock Rapids, Iowa, 1920-21; Critic in Teaching, I. S. T. C., 1922.

DOROTHY MARGARET HAMMOND, Critic of Teaching.

Education—High School, Billings, Montana, 1918; B. A., University of Nebraska, 1922; University of Chicago, Summer, 1922.

Experience—Kindergarten, Lincoln, Nebraska, 1921-1922; Assistant Instructor Kindergarten-Primary Department, University of Nebraska, 1922-1923; Critic of Teaching, I. S. T. C., 1923.

JOY MAHACHEK, Critic of Teaching.

Education—B. A., I. S. T. C., 1921; Critic Diploma, I. S. T. C., 1921.

Experience—Sixth Grade Critic, Indiana, Pa., 1921-1923; Jr. High School Mathematics, Critic, Indiana, Pa., Summers, 1922-1923; Critic of Teaching, I. S. T. C., 1923.

EDNA MANTOR, Critic of Teaching.

Education—Graduate Burt High School, 1919; Primary Diploma, I. S. T. C., 1922; Critic Certificate, 1923, I. S. T. C.

Experience—Primary Grades, Titonka, Iowa, 1920-21; Critic of Teaching, I. S. T. C., 1923.

MAUDE ELIZABETH RAMSDELL, Critic of Teaching.

Education—High School, Cold Water, Michigan, 1910; Graduate Michigan State Normal College, Ypsilanti, Michigan, 1916; Columbia University, 1922-1923.

Experience—Rural school, Michigan, 1910-1911; Primary grades, Mosher-ville, Michigan, 1911-1914; Primary grade, East Lansing, Michigan, 1916-22; Critic of Teaching, I. S. T. C., 1923.

BLANCHE E. SIMMONS, Critic of Teaching.

Education—Graduate, Cedar Rapids High School; Primary Diploma, I. S. T. C., 1914; Ph. B., University of Chicago, 1920; Primary Supervisor's Certificate, 1920.

Experience—Primary grades, Cedar Rapids, 1914-1918; Lake School for Girls, Milwaukee, Wisconsin, 1920-1923; Critic of Teaching, I. S. T. C., 1923.

EULALIE TURNER, Critic of Teaching.

Education—Iowa State Teachers College, 1900-02; Columbia University, Summer, 1915; Chicago University, 1919-20; B. S., Iowa University, 1922.

Experience—Rural schools; Ward Principal, Cedar Falls, 1907-1914; Public school, Cedar Falls, Iowa; Ward Principal and Critic in Teaching, I. S. T. C., 1914-1918; Extension Specialist, 1923; Critic of Teaching, 1923.

MINNA ULLRICH, Critic of Teaching.

Education—Graduate, Plymouth, Wisconsin, High School, 1895; Graduate, Milwaukee State Normal, 1898; University of Wisconsin, Summer, 1909; University of Chicago, Ph. B., 1918.

Experience—Supervisor 5th and 8th grades, Richmond, Kentucky, 1911-1913; Fourth grade Critic, State Normal, Dillon, Montana, 1913-1916; Fifth and sixth grade Critic, State Normal, Bowling Green, Ohio, 1918-1919; Principal Intermediate Department, State Normal, Moorhead, Minnesota, 1919-1923; Critic of Teaching, I. S. T. C., 1923.

EVA VALLENTYNE, Critic of Teaching.

Education—Central High School, Minneapolis, Minn., 1915; B. A., University of Minnesota, 1919.

Experience—High School, Hawley, Minnesota, 1919-1920; High School, Detroit, Minnesota, 1920-1921; High School, Austin, Minnesota, 1921-1923; Critic of Teaching, I. S. T. C., 1923.

MARTHA VAN BRUSSEL, Critic of Teaching.

Education—High School, Mt. Pleasant, Iowa, 1911; I. S. T. C., Summers, 1913 and 1918; Iowa Wesleyan College, B. A., 1917.

Experience—Rural school, Henry County, 1911-1912; Primary, New London, 1913-1918; Normal Training, Garden Grove, 1918-1919; Normal Training, Albia, 1919-1922; Normal Training, Muscatine, 1922-1923; Primary, Iowa Wesleyan College, Summers, 1921 and 1922; Critic of Teaching, I. S. T. C., 1923.

SUE NORTHEY, Critic of Teaching.

Education—Graduate, Dubuque, Iowa, High School, 1898; Northwestern University, 1899-1901; I. S. T. C., 1908-1910; Graduate, National Kindergarten College, 1915.

Experience—Kindergarten, San Antonio, Texas, 1912-1913; Kindergarten, Youngstown, Ohio, 1913-1914; Kindergarten Supervisor, Washington, D. C., 1915-1918; Kindergarten Supervisor, Cleveland, Ohio, 1918-1922; Kindergarten Supervisor, Illinois State University, 1922-1923; Critic of Teaching, I. S. T. C., 1923.

CORLEY AGNES CONLON, Critic of Teaching.

Education—Graduate, Red Oak High School; Graduate, Art Diploma, I. S. T. C., 1919; Graduate, Design and Interior Decoration, Pratt Institute, N. Y., 1922; Certificate of Interior Decoration, 1922; Studied Design and Color with Ralph Helm Johnson, Spring, 1922; Pottery, with Ruth Erickson Allen, 1921-22; Drapery and Window Decoration with Waterson Lowe, 1921-22.

Experience—Rural schools of Iowa, two years; Grade schools, nine years; Critic in Teaching in Training School, I. S. T. C., 1919-20; Supervisor of Art, Waterloo public schools, 1922-23; Instructor Summer Extension School, Summer, 1919; Instructor, I. S. T. C., Summers, 1920, 1921, 1922, 1923; Critic of Teaching, 1923.

VERNA J. ADNEY, Assistant Critic of Teaching.

Education—Grade public schools, Le Mars, Iowa, 1902-1910; High School, Le Mars, Iowa, 1910-1914; Primary Diploma, I. S. T. C., 1921.

Experience—Rural schools, Plymouth County, Iowa, 1914-16 and 1918-19; Grades, Hinton, Iowa, 1916-1918; Grades, Galva, Iowa, 1920-22; Sr. third grade, Sioux City, Iowa, 1922-23; Assistant Critic of Teaching, I. S. T. C., 1923.

MARGUERITE REESE, Assistant Critic of Teaching.

Education—Graduate, Iowa City High School, 1915; Attended State University of Iowa, 1915-17; Primary Diploma, I. S. T. C., 1922.

Experience—Public schools, Clarksville, 1917-18; Charles City, 1918-1921; Cherokee, 1922-23; Assistant Critic of Teaching, I. S. T. C., 1923.

JEAN M. GLEAVES, Instructor.

Education—Rural schools, Yuma County, Colorado; High School, Corwith, Iowa, 1915; Manual Arts Diploma, I. S. T. C., 1919; Studied Design and Landscape with Ralph Helm Johonnot, eight weeks.

Experience—Rural schools, Jasper County, 1915-1917; Consolidated school, Wauke, Iowa, 1919-1922; Instructor, Training School, I. S. T. C., 1923.

Rural Education**MACY CAMPBELL, Head.**

Education—Rural school, Decatur County, Iowa; Village school, Pleasanton, Iowa, two years; M. Di., I. S. T. C., 1905; B. A., State University of Iowa, 1911; Summer, 1912; Winter Short Course, 1911, Iowa State College of Agriculture.

Experience—Rural schools of Iowa, 1898-99, 1900-01; Superintendent of Alden, Iowa, schools, 1905-1909; Superintendent of West Liberty, Iowa, schools, 1911-13; Professor of Rural Education, 1913; Head of the Department of Rural Education, I. S. T. C., 1915.

HARRY L. EELLS, Assistant Head.

Education—B. Di., 1903; M. Di., 1904; B. A., I. S. T. C., 1918; Iowa State University, Summer, 1905, 1906, 1909; M. S., Iowa State College, 1922.

Experience—Rural schools, Allamakee County, seven terms; Principal of schools, New Hartford, Iowa, 1904-07; Superintendent of Schaller, Iowa, schools, 1907-10; County Y. M. C. A. work, Storm Lake, Iowa, 1910-11; Superintendent of Rolfe, Iowa, schools, 1911-14; Professor of Rural Education, I. S. T. C., 1914; Leave of absence for army Y. M. C. A. work, April 8, 1918, to July 21, 1919; Acting Head of Rural Education, I. S. T. C., 1920-21; Director of Training in Teaching in consolidated schools, 1921; assistant Head of Rural Education, I. S. T. C., 1923.

JOHN R. SLACKS, Professor of Rural Education.

Education—Rural schools, Keokuk County, Iowa; Attended private Normal School, Hedrick, Iowa, 1892-93; B. Di., I. S. T. C., 1901.

Experience—Rural schools, Keokuk County, four years; Grammar grades, Keswick, Iowa, 1896-99; Principal of Lake View, Iowa, school, 1901-09; County Superintendent, Sac County, Iowa, 1909-18; Instructor in Rural Education, Summer, 1917; Professor of Rural Education, I. S. T. C., 1918.

ALTA WILMARTH, Instructor of Rural Education.

Education—Rural schools, Adams County, Iowa; City schools, Corning, Iowa; Training School, one half year, Colorado State Teachers College; B. A., 1921, I. S. T. C.

Experience—Rural schools, six years; One term, Training School; One term, Rural Demonstration School; Campus Rural Demonstration School, one term; Instructor in Rural Education, 1921, I. S. T. C.

H. C. MOELLER, Associate Professor of Rural Education.

Education—Graduated from Normal Course, Decorah Institute, 1903; Special work, University of Minnesota, 1903-05.

Experience—Superintendent, Hesper, Iowa, 1905-07; Superintendent, Newell, Iowa, Consolidated School, 1907-12; Superintendent, Grundy Center, Iowa, Schools, 1912-13; County Superintendent, Beuna Vista County, Iowa, 1913-15; County Superintendent, Black Hawk County, Iowa, 1915; Associate Professor of Rural Education, I. S. T. C., 1915.

R. C. WILLIAMS, Associate Professor of Rural Education.

Education—Graduate, Sibley High School, Sibley, Iowa, 1908; Ph. B., Central College, 1914; Graduate work, Summer, 1918, University of Chicago

Experience—Superintendent, Kalona, Iowa, 1914-16; Superintendent, Lamont, Iowa, 1916-21; Superintendent, Jesup Consolidated School, 1921; Instructor, Rural Education Department, Summer, 1921; Associate Professor of Rural Education, I. S. T. C., 1921.

IVAN L. MAST, Associate Professor of Rural Education.

Education—B. A., 1914, Iowa State Teachers College.

Experience—Instructor in Ames, Iowa, High School, two years; Associate Professor of Rural Education, I. S. T. C., 1923.

Extension Division**FRED D. CRAM**, Extension Professor.

Education—Rural schools of Kansas and Iowa; M. Di., 1908, B. A., 1909, I. S. T. C.; A. M., State University of Iowa, 1920. Member, Phi Delta Kappa.

Experience—Rural Schools, Marshall County, Iowa, 1900-05; Head, Normal Department, Memorial University, Mason City, Iowa, 1908-10; Principal of Schools, Mason City, 1911-12; Head, Normal Training Department and Principal, Mason City, 1912-16; County Superintendent, Cerro Gordo County, Iowa, 1916-20; Professor of Extension, I. S. T. C., 1920.

ELMER L. RITTER, Extension Professor.

Education—Graduate, High School Course, Marion, Indiana, Normal College; A. B., Indiana University, 1914; A. M., 1917, Ph. D., 1920, S. U. I.

Experience—Rural Schools, Cass County, Indiana, one year; Upper Grades and High School, Van Buren, Indiana, two years; Superintendent of Consolidated School, Bono, Indiana, three years; Lucerna, Indiana, one year; Principal, Grade and Junior High School, East Waterloo, Iowa, three years; Superintendent, University Schools, S. U. I., one year; Professor in Extension, I. S. T. C., 1921.

F. E. FULLER, Extension Professor.

Education—Rural schools of Michigan, three years, sub-collegiate work; B. A., 1902, Albion College, Albion, Michigan.

Experience—Rural school, one year; Principal, High School, 1902-03; Superintendent of Schools, 1903-07, Alton, Iowa; County Superintendent, Sioux County, Iowa, 1907-17; Professor of Rural Education, 1917; Professor of Extension, I. S. T. C., 1922.

IDA HUGLIN, Extension Professor.

Education—Rural school, Boone County, Iowa; Attended Dayton, Iowa, High School, 1899-1902; Augustana College, Rock Island, Illinois, 1903-04; M. Di., I. S. T. C., 1907; Ph. B., 1912; Graduate work, Summer 1917, University of Chicago; School of Civics, Chicago, Summer, 1917. Graduate work, University of Chicago, Summer 1919, Winter and Spring Quarters 1922; Summer 1922, Harvard University.

Experience—Rural schools, Webster County, Iowa, 1904-05; Grand Junction, Iowa, High School, 1907-10; Jefferson, Iowa, High School, 1910-11; Bolivar, Missouri, High School, 1913-16; Dayton, Iowa, High School, 1916-18; Instructor in Rural Education, 1918; Assistant Professor of Rural Education, 1920; Resigned, Dec. 1, 1921; Instructor in Extension, I. S. T. C., 1922; Extension Professor, 1923.

AGNES SAMUELSON, Extension Professor.

Education—Shenandoah Iowa Public Schools; High School, 1904; Western Normal College, 1905; University of Nebraska, Lincoln Nebr., 1911-13; Geo. Peabody College for Teachers; Rural School Supervision, 1915.

Experience—Rural Schools, Page County, Iowa, 1905-1908; Assistant Principal Silver City, Iowa, High School, 1908-1911; Superintendent, Yorktown, Iowa Schools, 1913-1915; County Superintendent, Page County, Iowa, 1915-1923; Extension Professor, 1923.

Special Service**DAVID SANDS WRIGHT**, Senior Professor and Supervisor of Religious Education.

Education—B. A., 1871; M. A., 1873, National Normal University, Lebanon, Ohio; M. A., Penn College, Oskaloosa, Iowa, 1887.

Experience—President, Whittier College, Salem, Iowa, 1872-76; Professor of English, 1876-1881; Professor of Mathematics, 1881-1916; Senior Professor and Supervisor of Religious Education, I. S. T. C., 1916.

MELVIN F. AREY, Curator of Museum.

Education—Public schools and Hamden Academy, Maine; A. B., 1867, A. M., 1870, Bowdoin College; Member, Phi Beta Kappa.

Experience—Country and village schools, Winters, 1860-67, excepting the year spent in the Civil War, 1862-63; Principal of Hamden Academy, Fall, 1867; Academy, Dover, New Hampshire, Winter, 1867-68; Principal, East Maine Conference Seminary, Bucksport, Spring, 1868-72; Private school, Cedar Rapids, Iowa, 1872-73; Superintendent, Cedar Falls, 1873-77; Superintendent, Fort Dodge, Iowa, 1877-90; Professor of Natural Science, 1890; Head of the Department of Natural Science, 1909-17; Curator of Museum, I. S. T. C., 1917.

ANNA E. McGOVERN, Professor Emeritus.

Education—Public schools in Green Lake County, Wisconsin; City schools, Rochester, Minnesota; Private Normal School, Rochester, one year; Special Teacher in Latin (one year), Special Teacher in German and Instrumental Music (one year), Bethlehem Academy, (two years), Fairbault and LeSueur, Minnesota; B. D., 1879; B. S., 1880, I. S. T. C.; Summer School of Methods, Martha's Vineyard, Massachusetts, 1882; Traveled in Europe, Spring and Summer, 1900.

Experience—Rural schools near Rochester, Minnesota, 1867-72; Village school near Fairbault, Minnesota, one year; Primary Department, LeSueur, Minnesota, one year; Rural school, Butler County, Iowa, Summer, 1877; Rural school, near Cedar Falls, Summer, 1878; Teacher of Geography and General Assistant, 1880-83; Teacher of Didactics and Physiology, 1883-86; Teacher of Methods and English Branches, 1886-87; Teacher of Methods, 1887-90; Professor of Education, I. S. T. C., 1890-1919; Professor Emeritus, 1919.

Religious Education

DAVID SANDS WRIGHT, (See Special Service).

MARY F. HEARST, Assistant Professor of Religious Education.

Education—Rural schools, Black Hawk County, Iowa; B. Di., 1883; M. Di., 1892; I. S. T. C., Ph. B., 1899; M. A., 1904, State University of Iowa; Travel in Europe, Summer 1913.

Experience—Rural schools, 1881-82, 1883-85; Graded Schools, 1885-89; Assistant in High School, 1892-93; Principal of High School, 1893-97; Assistant in English, 1899-1904; Instructor in English, 1904-09; Assistant Professor of English, I. S. T. C., 1909; Assistant Professor of Religious Education, 1923.

S. JEAN BRADY, Instructor of Religious Education.

Education—Graduate, Huron High School, Huron, S. Dakota, 1914; Graduate of Department of Expression and Dramatic Art, 1917, A. B., 1918, Huron College; Second term, summer session, 1920, Chicago University; Summer sessions, 1921-22, Northwestern University.

Experience—Teacher of Expression and Dramatic Art, Huron College, 1917-18; Teacher of Oral English, Sioux Falls, S. Dakota, Junior High School, 1918-20; Instructor in English, Huron College Summer School, 1918-1920; Professor of Public Speaking and Dramatic Art, Sioux Falls College, Sioux Falls, S. Dakota, 1920-22; Instructor in English, I. S. T. C., 1922; Instructor of Religious Education, 1923.

Supplementary Instructors Appointed for Summer Term, 1923

EDUCATION—C. E. Hulten, M. J. Nelson, Bertha Stiles, Vard Tanner, Ethel Woolhiser, C. W. Kline.

ENGLISH—Constance Buswell, Ralph Colby, Grace Hunter, M. M. Maynard, Althea Montgomery, Laura A. Meier, Dorothy McSparran, Alta Robinson, Carrie Stanley, Janet Sloan.

LATIN AND GREEK—Mrs. Vera Hanks-Shaffer.

MATHEMATICS AND COMMERCE—W. E. Beck, Mrs. Althea Wimer-Bajer, Helen Dinsmore, Hazel E. Hall, W. H. Indra, Clara Large, Olive Tilton.

PHYSICS AND CHEMISTRY—A. C. Grubb, O. N. Oleson.

NATURAL SCIENCE—Ralph Brown, W. Drake, Bessie Engle, F. E. Green, L. H. Halverson, Richard Hartshorne, Norman Norland, A. N. Smith, Mable Schwartz.

SOCIAL SCIENCE—John D. Gemmill, John George, W. W. Hollingsworth, W. W. Jennings, Fred Kluss, H. J. O'Neill, J. E. Partington, E. M. Winslow.

ART AND MANUAL ARTS—Corley Conlon, Emma G. Kitt.

MUSIC—Olive Barker, Mrs. Elizabeth Carmichael.

PHYSICAL EDUCATION—Mrs. A. Dickinson.

HOME ECONOMICS—Myrtle Gunselman, Lydia Jacobson.

RURAL EDUCATION—C. P. Archer, J. E. Cundy, O. S. Hamer, Myrtle Morton, Barton Morgan, Maude Wakefield.

Assistants

- MABEL BARRON
Graduate, Waterloo High School, 1920; Junior College Diploma, I. S. T. C., 1922. Teaching, 1922.
- OLAF BEEMAN
Graduate, Manchester High School, 1907; Junior College Diploma, I. S. T. C., 1923; Teaching, 1923.
- ROHEASE BROWN
Graduate, Glenwood High School, 1917; Junior College Diploma, I. S. T. C., 1919; Teaching, 1923.
- PEARL EYE
Graduate, Rockwell High School, 1916; Junior College Diploma, I. S. T. C., 1923; Teaching, 1923.
- MARGARET FEE
Graduate, Carroll High School, 1920; Primary Diploma, I. S. T. C., 1922. Teaching, 1922.
- AGNES GULLICKSEN
Graduate, Decorah High School, 1918; Upper Iowa University, Summer, 1917; I. S. T. C., 1922-23; also Summers of 1920, 1921 and 1922; Teaching, 1923.
- MARIE HJELLE
Graduate Decorah High School, 1917; Jr. College Diploma, I. S. T. C., 1923; Teaching, 1923.
- MARIE HARRISON
Graduate, Whiting High School, 1915; I. S. T. C., 1916-18; 1920-22. Teaching, 1923.
- ESTHER LEECH
Graduate, Marshalltown High School, 1920; Kindergarten Diploma, I. S. T. C., 1922; Teaching, 1923.
- ZELMA SILENCE
Graduate, Marshalltown High School, 1920; Junior College Diploma, I. S. T. C., 1922. Teaching, 1922.
- MAYME SMITH
Graduate, Mt. Pleasant, High School, 1916; Primary Diploma, I. S. T. C., 1918; Teaching, 1923.
- LELAH T. TROWBRIDGE
Graduate, Allerton High School, 1908; Junior College Diploma, I. S. T. C., 1920; Teaching, 1922.
- MARJORIE E. WHITE
Graduate, Olin High School; Primary Diploma, I. S. T. C., 1917. Teaching, 1922.

College Office Clerical Staff

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|---|--|
| ANNA R. WILD, Head
Executive Secretary, 1896. | BEULAH NUNAMAKER,
Com'l. Ed. Dip., 1921, I. S. T. C.
Asst. Record Clerk, 1922. |
| ROSE M. SMITH,
Asst. Secy. of Business Office, 1920. | ESTHER WILSON,
Stenographer, 1921. |
| BESS CARRINGTON
Phys. Ed. Dip., 1914; B. A., 1916,
I. S. T. C., Record Clerk, 1920. | VIOLA ARMSTRONG,
Stenographer, 1920. |
| MRS. EDNA M. SHUTT,
B. Di., 1898, M. Di., 1899, I. S. T.
C., Clerk, Bureau of Recommen-
dations, 1922. | JESSIE E. JUHL,
Stenographer, 1923. |
| MRS. LOUISE, McKITRICK,
Secretary, Extension Division, 1921. | MRS. ETHYL ALBRIGHT,
Stenographer, 1921. |
| CARRIE WATSON,
B. A., 1922, I. S. T. C., Clerk in
the Registrar's Office, 1923. | MARGARET HOUGH,
Stenographer, 1922. |
| | RUTH DUNLOP,
Stenographer, 1923. |

THERA ANGELI, Stenographer, 1923.	MRS. NELLIE C. WILLIAMS, Clerk, 1923.
ANNA M. NIELSEN, Rur. Sch. Dip., 1916. Stenographer 1922.	MABEL McEWEN, Pri. Ed. Dip., 1922, I. S. T. C., Clerk, 1923.
MARIE ULRICH, Stenographer, 1923.	MRS. CRYSTAL ANDERSON, Clerk, 1923.
MERLE HARDY, Stenographer, 1923.	MARIE TEISINGER, Clerk, 1923.
EUNICE CUSHMAN, Stenographer, 1923.	MRS. FLORENCE BANFIELD, Clerk, 1923.

Library Staff

ANNE STUART DUNCAN, Head. B. L., 1897, University of Michigan; University of Chicago Library Course, 1903. Librarian, 1913.	
ROWENA A. EDWARDS Student, Iowa State College; Graduate, Simmons College Library School, Boston, 1915. Head Cataloger, 1916.	
HARRIET L. KIDDER B. A., 1907, Wellesley College; M. A., 1910, Chicago; Graduate, Wis- consin University Library School, 1917. Assistant Cataloger, 1917- 1920. Reference Librarian, 1920.	
BESSIE M. JOHNSON A. B., 1917, Park College, Parkville, Missouri; Student, 1919-20, Uni- versity of Illinois Library School. Assistant Cataloger 1920.	
JESSIE L. FERGUSON B. A. with Library Science, 1907, James Millikin University, Decatur, Illinois; Attended summer session of University of Illinois Library School, 1913. Circulation Librarian, 1923.	
ELSIE JEANNETTE REMLEY Library Training School, University of Iowa, 1917; Library School, Uni- versity of Illinois, 1919; B. A., University of Iowa, 1921. Assistant Librarian, 1923.	

Student Assistants

ERNEST DRIVER Natural Science	J. V. LAMMEY Physics
EVA SHERWOOD Natural Science	HARM KRAMER Chemistry
RAY PRYOR Natural Science	JOHN POLAND Chemistry
MILDRED BREBNER Mathematics and Commerce	BERNICE HUESSELMANN Chemistry
JAMES FOTTRAL Art and Manual Arts	LEILA WOOLVERTON Chemistry
EINER MORGENSEN Art and Manual Arts	EMMA F. CHASE Library
	DOROTHY MUELLER Library

Rural Demonstration Schools — Critics 1923-24

MARY E. BOND Cedar Heights	HAZEL HENRY Eddy School
	FREDA LANTZ Benson School

EXTENSION SUMMER SCHOOLS**Centerville**

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| ELMER I. RITTER, Ph. D.,
Director, Penmanship | F. W. JONES, B. S.,
Geography, Agriculture. |
| CORA C. BRUNS, Ph. M.,
Primary and Rural School Methods. | H. OSTERGAARD, M. A.,
American Government, American History I. |
| BERTHA E. CORDES, Music Diploma,
Music. | A. G. UMBREIT, M. A.,
Sociology, Economics, U. S. History. |
| GEO. E. DAVIS, M. A.,
Didactics. | MYRON J. WILCOX, M. A.,
Psychology I. |
| LUCILE DUNCAN, B. A.,
Domestic Science, Physiology and Hygiene. | CHARLOTTE WILLIAMS, Elementary and Primary Handwork. |
| E. W. FANNON, M. A.,
Arithmetic, Algebra. | CLARE L. WOODWARD, B. A.,
Physics, College Algebra I. |
| STENA HANSEN, B. A.,
Grammar, Freshman English. | |

Creston

- | | |
|---|--|
| J. R. SLACKS, Director,
Penmanship. | MARY C. DOUGHERTY,
Primary Methods, Handwork. |
| R. A. GRIFFIN, L. L. B.,
History and Government. | EDITH J. JORDAN, B. A.,
Principles of Geography, Sociology. |
| J. N. CUNNINGHAM, Ph. B.,
Didactics, Economics, Sociology. | CORINNE KIELMAN, B. A.,
Grammar, Freshman English. |
| J. P. STREET, B. A.,
Didactics, Algebra, Organization and Control. | OPAL B. GARRETT, B. S.,
Domestic Science, Physiology. |
| H. P. TRUMBO, M. A.,
Psychology, Agriculture. | ELSIE G. HUBBARD, Music,
Penmanship. |
| A. W. CRANE, M. A.,
Physics, Organization and Control,
Geography. | EMMA H. OPFER, Ph. B.,
Didactics, U. S. History. |
| EDITH B. HAFNER, B. A.,
Arithmetic. | EMMA C. EHLERS, B. A.,
Didactics, U. S. History. |

Missouri Valley

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|---|--|
| H. L. EELLS, M. S.,
Director, Didactics. | E. R. SIFERT, B. A.,
Didactics, Psychology, American Government, Agriculture. |
| G. W. GOTKE, M. A.,
Economics, Psychology I, American History I. | HAZEL TOBIAS, Primary and Elementary Handwork. |
| C. I. BIXLER, B. A.,
Geography, Sociology. | ANGIE A. MIDDLETON, Music. |
| MRS. FLOYD HARDY,
Penmanship. | WINIFRED GILBERT, M. S.,
Domestic Science, Geography, Sociology. |
| MRS. GLENN A. BAKKUM, B. A.,
Arithmetic, Geography, Algebra. | VERA LIGHTHALL, B. A.,
Freshman English, Grammar. |
| M. H. STEPHENS, B. A.,
Physics, Civics, Sociology. | HATTIE L. SPECHT, B. A.,
Didactics, Demonstration School. |

Muscatine

- | | |
|---|--|
| A. C. FULLER, B. A.,
Director, Didactics, Economics . | MAMIE LISTER, M. A.,
Domestic Science, Physiology. |
| EULALIE TURNER, B. A.,
Didactics, Primary Methods, Pen-
manship. | D. O. WILSON, B. A.,
Sociology, Government, Agriculture. |
| MRS. GENEVIEVE TURNIPSEED,
B. A., Freshman English, Liter-
ature. | ALLAN PETERSON, B. Di.,
Physics, Civics, Algebra. |
| MINNE CONNER, Arithmetic,
Grammar | G. H. BRINEGAR, M. A.,
Psychology, Sociology, Elementary
School. |
| EVA BURNET, B. A.,
Geography, U. S. History, Ameri-
can History. | HAZEL DUTTON, Music. |
| | MARGARET HUSTON, Primary
Methods, Primary and Elementary
Handwork. |

Storm Lake

- | | |
|---|--|
| FRED D. CRAM, M. A.,
Director, American Government,
Sociology. | O. J. JERDE, B. A.,
American History, Civics, Econom-
ics. |
| F. H. CHANDLER, B. A.,
Physics, Geography, Algebra. | J. R. McANELLY, B. A.,
Didactics. |
| PEARL G. CRUISE, B. A.,
Primary Methods, Didactics. | AGNES McCAY, Music. |
| GERTRUDE DANDLIKER, Primary
and Elementary Handwork. | HALLIE WARD OLANDER, B. A.,
History, Didactics. |
| ODESSA FARLEY, B. A.,
Language and Grammar, Freshman
English, Penmanship. | HALCYON PARISH, B. S.,
Physiology, Domestic Science. |
| F. B. FARMER, B. A.,
Arithmetic, Algebra. | S. G. REINERTSEN, M. A.,
Psychology, Didactics. |
| AUDREY HICKMAN, B. S.,
Primary and Elementary Handwork | KATHERINE REYNOLDS, Demcn-
stration Teaching. |
| | NELSON L. HERSEY, B. A.,
Agriculture, Geography. |

FACULTY COMMITTEES, 1924-1925**I. Rotating Committees — Executive Service**

1. **Registration** — E. W. Goetch, E. E. Watson, R. W. Getchell, W. B. Fagan, W. L. Wallace
2. **Program** — Ira S. Condit, C. H. Bailey, S. A. Lynch.
3. **Receiving** — R. D. Daugherty, S. F. Hersey, C. W. Lantz.
4. **Lecture and Entertainment** — W. H. Kadesch, M. R. Thompson, E. O. Finkenbinder.
5. **Student Loan Fund** — Executive, C. H. Bailey, J. W. Charles, Mary B. Hunter; Ex-officio, Dean of Women, Adviser of Men, President, College Secretary.
6. **Non-Resident Credit Work** — G. W. Walters, Louis Begeman, E. J. Cable, Sara M. Riggs, Frank Ivan Merchant.
7. **Tests in College Subjects** — M. R. Thompson, Emma F. Lambert, Winfield Scott.

II. Appointive Advisory Committees

1. **Freshmen and Sophomores**—J. B. Paul, T. B. Homan, E. O. Finkenbinder, R. R. Hollingsworth, Hugh Buffum.
2. **Junior College**—J. W. Charles, W. A. Young, Roy L. Abbott, Agnes Cole, Marguerite Uttley.
3. **Collegiate, Twelve Weeks Normal Training**—Emma F. Lambert, John R. Slacks, Mary L. Hunter.
4. **Sub-Collegiate—Twelve Weeks of Normal Training**—The Registrar, Bertha L. Patt, O. E. Hertzberg.

III. Advisory Committees Determined by Regulations

1. **Primary**—Amy F. Arey, Ina Best, E. Grace Rait, May Smith, Alison E. Aitchison.
2. **Kindergarten**—Helen James.
3. **Art and Manual Arts**—Chas. H. Bailey.
4. **Commercial**—Ira S. Condit.
5. **Home Economics**—Anna L. Leggett.
6. **Public School Music and Voice, Piano, Organ**—C. A. Fullerton.
7. **Violin and Orchestra**—Theodore R. Gundry.
8. **Elementary Rural**—Macy Campbell.
9. **Major Studies**—When selected by Student.
 - (1) Psychology, Education, Primary Education, Kindergarten Education—G. W. Walters.
 - (2) Consolidated School Education, Normal Training High School Critics—Macy Campbell.
 - (3) Teaching and Critic Training—Eva May Luse.
 - (4) English, Public Speaking—S. A. Lynch.
 - (5) Mathematics and Commerce—Ira S. Condit.
 - (6) Latin and Greek—Frank Ivan Merchant.
 - (7) German—J. B. Knoepfler.
 - (8) French and Spanish—Geo. A. Underwood.
 - (9) Social Science—History, Government, Economics—M. R. Thompson.
 - (10) Home Economics—Anna L. Leggett.
 - (11) Natural Science—Biological Science, Earth Science—E. J. Cable.
 - (12) Physics, Chemistry, Physical Science—Louis Begeman.
 - (13) Art and Manual Arts—Chas. H. Bailey.
 - (14) Physical Education—F. N. Mead.
 - (15) Coaching and Athletics—F. N. Mead.
 - (16) Public School Music—C. A. Fullerton.
10. **Graduates of Standard Colleges**
 - (1) Critic Training—Eva May Luse.
 - (2) Other Special Work—G. W. Walters.

IV. Other Executive Committees

1. **Music Festival**—J. B. Knoepfler, C. H. Bailey, Louis Begeman, Lillian V. Lambert, R. W. Getchell, J. B. Paul, C. A. Fullerton, Theodore Gundry.

2. **Athletic Board**—E. J. Cable, I. H. Hart, L. I. Reed, J. W. Charles, Benjamin Boardman, H. Earl Rath, Frank N. Mead, ex-officio, L. L. Mendenhall, ex-officio.

3. **Museum**—M. F. Arey, G. W. Newton, G. W. Walters, E. J. Cable, Alison E. Aitchison, the taxidermist, ex-officio.

4. **Golf House and Grounds**—J. B. Knoepfler, C. S. Cory, Charles H. Bailey.

5. **Hospital**—The Health Director, the Dean of Women, the College Secretary, the Matron and Head Nurse—all ex-officio.

6. **Bureau of Recommendations**—Manager, the Registrar, the Heads of Departments, the Adviser of Men, the President and the Clerk of the Committee—all ex-officio.

7. **Transportation**—Ira S. Condit, I. H. Hart, Benjamin Boardman.

V. Special Committees

1. **The Course of Study**—The President and at least four other members of the Faculty selected by the President to report upon the special business initiated by Departments or Faculty Action, Secretary, The Registrar.

2. **The Student Welfare Committee**—Ex-officio, The Dean of Women, The Adviser of Men; Five members of the Faculty elected by the Heads of Departments.

GENERAL INFORMATION

Plan of Organization

1. **The School Year** — The calendar year is divided into four terms of 12 weeks each, as shown on the first page of this Bulletin. There are two weeks recess at the Christmas and New Year Holidays and at the end of the Summer Term. The work of each term is equivalent in all respects.

2. **Time of Enrollment** — The enrollment day for each term is the Wednesday designated in the calendar, as the opening day of each term. On this day the Faculty meets to make up class rolls and registration cards. Recitations begin on the following day. For late enrollment a fee of \$1.00 is charged. The Registrar's office should pass upon the admission of students at least two weeks before the opening of the term. High school credits should be sent by mail in advance, if possible.

3. **Time in Residence** — In order to receive a diploma from the college the student must complete at least 36 weeks of resident work here and obtain a full year of credit on the curriculum. All other requirements for graduation must, of course, be met. Credits earned in other standard institutions are accepted so far as these will apply on the student's curriculum. One-half of the Junior and Senior work must be earned with this institution and one-third of his work must be secured in residence. The student must be in residence during the term of graduation.

4. The Daily Program of Recitations and Work —

Time of Recitation Periods —

First hour.....	8:00 a. m. to	8:55 a. m.
Second hour.....	9:00 a. m. to	9:55 a. m.
Assembly in Auditorium.....	10:00 a. m. to	10:25 a. m.
Third hour.....	10:30 a. m. to	11:25 a. m.
Fourth hour.....	11:30 a. m. to	12:25 p. m.
Recess period.....	12:25 p. m. to	1:30 p. m.
Fifth hour.....	1:30 p. m. to	2:25 p. m.
Sixth hour.....	2:30 p. m. to	3:25 p. m.
Seventh hour.....	3:30 p. m. to	4:25 p. m.
Eighth hour.....	4:30 p. m. to	5:25 p. m.

5. Other Programs of the Week —

1. Literary Societies, as arranged.
2. Choral Union, Tuesday, as arranged.
3. Lectures and Entertainments, 8:00 p. m. on dates selected.
4. Athletic Sports and Games, as designated by the Athletic Board.
5. Library hours: 7:30 a. m. to 9:30 p. m., Mondays to Fridays; 7:30 a. m. to 12:00 noon, Saturdays.

GENERAL REGULATIONS

I. RESIDENCE, STUDENT HEALTH, ASSEMBLY

1. The city residence of every student is required at the office. In case any change is made it should be reported at once to the college office.

2. Every case of sickness should be reported promptly to the Dean of Women and to the Head Nurse at the Hospital, giving information as to the physician in charge and other facts that are required. When there is no physician in charge the Head Nurse will call to see sick students and give advice as to what should be done.

3. An Assembly of all Freshmen students is held on Mondays and Wednesdays and of other students on Fridays. Attendance at these exercises is expected, as much of the business of the college is announced and explained at this time.

II. EXPENSES AND FEES

1. Enrollment Fees

1. The enrollment fee for all students intending to teach in Iowa is \$9.00 a term. An extra fee of \$1.00 is charged for enrollment after the time assigned for registration by the calendar. The enrollment fee is in accordance with the statutes which provide that the tuition shall be not more than \$6.00 per term and contingent fee not more than \$3.00 per term.

2. Should any person enroll at the college, whose intention is not to teach in Iowa, or who becomes a student in order to pursue particular lines of study without planning to follow teaching, the enrollment fee is \$14.00 a term.

3. In case the student withdraws from school because of personal illness, it is customary that an equitable part of the enrollment fee be returned. When the fact of illness is not able to be positively known, it is necessary to file a certificate from the attending physician. There is no rebate granted to persons who withdraw from the College for any other reason.

2. Laboratory Fees

Paid to the College Secretary at the Opening of the Term

1. Students in Chemistry pay a fee equivalent to the cost of the materials used. This amount is estimated at about \$2.00 a term. Breakage must be paid by the student also, as he is responsible for the material and apparatus loaned for experiments.

2. Students in Zoology or other sciences pay for the materials used by them in laboratory work, the expense being very moderate.

3. Students in Manual Training pay for the material they use, and own the work done. This is computed on the approximate cost.

4. Students in Domestic Science courses pay the approximate cost of materials used by them.

5. All students, excepting those taking Special Music only, pay \$1.50 per term, which includes free admission to public official lectures and entertainments that are provided each year, as well as free admission to Intercollegiate Athletic Games held on the Campus and a weekly Moving Picture Entertainment. The Gymnasium fee is included in the \$1.50.

6. A fee of \$1.50 is charged for rent of a swimming suit, 75c of which is refunded at the close of the term.

3. Music Fees

1. Private lessons on instruments or in voice training are arranged by the term, one lesson a week. They are given by the special music teachers, at the rate of \$1.50 per lesson. The fees for the lessons thus contracted by the student must be paid to the Secretary of the College at the beginning of the work. When lessons that are contracted for are omitted at the desire of or from neglect by the student, the lessons thus omitted must be lost by the student.

2. Piano rent is \$2.00 a term, allowing one hour practice each school day; half time at half rate. If more practice hours are taken, a proportionate fee is charged. The fees for piano rent are to be paid at the President's office, when assignment of hours for practice is given.

3. Organ rent is from \$2.00 for practice organ to \$4.00 for Auditorium organ, allowing one practice hour each school day. Fees for such privilege are paid at the President's office, when practice hours are assigned.

4. Diploma Fees

1. The diploma fee is \$2.00 for Two-year Curriculum and \$3.00 for Bachelor of Arts.

2. The fee for a department certificate is \$1.00.

A written application for graduation is required one year before the student expects to be graduated. The diploma fee is paid during the term of graduation.

5. Locker Fees

Private lockers are rented to students at the rate of twenty-five cents a term with seventy-five cents deposit for key. The deposit is repaid to the student when the key is returned.

6. Medical Service Fee

Medical advice and medicine is given every student by the Health Director. He has an office on the Grounds and will examine all students, assuming supervision of their health. Every student excepting those taking private music only, pays at the time of enrollment \$2.00 a term for this service together with other general welfare services provided.

7. Hospital Fees

The College maintains hospital service for the benefit of its Faculty, Students and Employees. Its management is conducted on as economical a basis as possible to provide the care and comfort that are essential in cases of illness. It is directed by the Head Nurse and is managed by the Health Director, the Dean of Women, the Head Nurse and the College Secretary, subject to the executive control of the President. Patients are admitted on the following terms and conditions:

1. Those having hospital privileges pay \$7.00 per week.

2. Where private nursing is necessary, the expense of the same is paid by the patient. The patient is allowed the right of service of any legally authorized physician who may be preferred, as this is at the patient's personal expense.

3. Where a private nurse is necessary the College will provide board and lodging, if possible, at an approximate rate of \$5.00 per week.

4. In making these provisions for the care of students who are ill during their attendance, it is inferred that the managers of lodging and boarding houses are willing to make a discount on bills to the extent of \$3.00 a week. Most of the houses that provide homes for the students have done this during the past year. To avoid all misunderstanding it is recommended that such a method of settlement be made a part of each individual contract between students and managers of lodging and boarding houses.

III. FREE SCHOLARSHIPS

1. **Soldiers and Sailors**—All honorably discharged soldiers, sailors and marines of the United States are allowed \$5.00 per term on the enrollment fee during the entire time of attendance.

IV. EXTENSION SERVICE

The Extension Service of the Teachers College includes such educational endeavors as can be carried on by the members of the resident Faculty in addition to their regular service performed at the institution together with those of certain persons assigned on full time to extension work. Other qualified instructors not directly connected with the institution are also occasionally employed for the service.

The undertakings planned for the college year involve the following activities:

1. **General Study Center Service** — General Study Centers are held on Saturdays at suitable places in the state. In these meetings members of the Extension Faculty give instruction in subjects suitable to the teachers present.

2. **Credit Class Work** — Classes for credit work are organized for the study of certain prescribed courses wherever there are a sufficient number of teachers properly qualified who agree to pursue the course selected.

3. **Correspondence Study** — Enrollments for correspondence study are accepted under regulations adopted by the Faculty for those with one year of college credit.

4. **Consultative Service** — Special lines of service directly applying to high school and grade school conditions thru conferences and personal observations in the classroom are offered each term.

Correspondence regarding any form of Extension Service should be addressed to the Director of Extension.

VI. COLLEGE ORGANIZATIONS

These are societies organized with the approval and coöperation of the Faculty for literary work, religious culture, social training and special study and investigation.

1. The Men's Incorporated Literary Societies:

The Philomathean
The Aristotelian
The Orio

2. The Women's Incorporated Literary Societies:

The Alpha
The Shakespearean
The Cliosopic
The Neotrophian
The Zetaethean
The Margaret Fuller Ossoli
The Chrestomathean
The Delphian
The Eulalian
The Homerician
The Irving

3. Department Clubs:

The Professional Club
The English Club
The Science Club
The Mathematics Club
The Social Science Club
The Cercle Francais
The Home Economics Club

4. Music Organizations:
 - The Men's Glee Clubs
 - The Minnesingers
 - The Troubadours
 - The Women's Glee Clubs:
 - The Cecilians
 - The Bel Cantos
 - The Euterpeans
 - The College Band
 - The Junior Band
 - The College Orchestra
5. Religious Organizations:
 - The Young Men's Christian Association
 - The Young Women's Christian Association
 - Lutheran Students' Association
 - Catholic Students' Association of America
 - The Students' Volunteer Band
 - The Geneva Circle
6. General Organizations:
 - The Student Council
 - The T. C. Club
 - Local Unit, N. E. A.
 - Local Unit, I. S. T. A.
 - Forensic League
7. Honor Organizations:
 - Kappa Delta Pi—Superior scholarship
 - Delta Sigma Rho—Forensics for Men
 - Theta Alpha Phi—Dramatic Capability
 - Zeta Kappa Psi—Forensics for Women
 - Alpha Delta Alpha—Technological Ability and Skill

VII FACULTY ORGANIZATIONS

In addition to the various department clubs previously listed, the following are voluntary organizations of members of the Faculty:

1. **The Men's Faculty Club**—An organization for special work and social purpose as may be decided by the members.
2. **The College Club**—An organization of the women members of the Faculty, for special work and social purposes as may be decided by the members.

VIII. TRAINING IN ACTUAL TEACHING

The special province of the Teachers College is to train in capability and efficiency as well as to instruct in the knowledge necessary to be acquired. This service is performed in a laboratory called the training school, where there is developed the proper attitude, spirit, and power. This laboratory consists of kindergartens, primary schools, intermediate grades, the Junior High School, the Senior High School, three consolidated schools and several rural demonstration schools. In these schools actual teaching, managing and testing is accomplished. Every student completing a curriculum and receiving a diploma has had a specified amount of this practical experience and training as a part of the required work. Statements regarding the student's probable success are based upon scholarship, classroom work, personality and characteristics, and upon the skill and adaptability shown in the

work of being trained by the actual teaching under criticism and supervision.

Pupils admitted to the training schools on the campus:

1. Those who reside in the Fourth Ward of the City of Cedar Falls.
2. Those who are residents of Independent Districts No. 4, No. 5 and The Ideal District, Cedar Falls Township.
3. Those of the coöperating rural demonstration schools who are better classified in the schools on the campus.
4. Those who pay a tuition fee of \$5.00 a term for the privilege granted.

Training schools are also maintained for teachers at East Waterloo, West Waterloo, Mason City, Cherokee, Jesup and Hudson, Iowa. Students in these schools spend one term entirely devoting their time to such development and instruction. They are regularly enrolled at the College and are detailed to such service by the Head of the Teaching Department.

IX. PUBLIC LECTURES AND ENTERTAINMENTS

Students have the privilege of attending a splendid course of lectures, concerts and entertainments at a very nominal fee. Because of large attendance the cost to each person is very low. No better opportunities for such advantages are offered at any college. Arrangements for all entertainments and lectures are made by the Lecture Committee of the College and no individual or organization makes any profit. In this way students and Faculty pay only the actual cost.

X. BOARDING AND LODGING

1. **Dormitory** — The College maintains a women's dormitory accommodating 400 students. This dormitory is fireproof, equipped with all modern conveniences and conducted on a policy of rendering the best possible service. Rooms are rented by the term of twelve weeks at rates determined by the Finance Committee. A guarantee of \$10.00 must be paid one month in advance and the remainder when the student takes possession. All payments are made to the College Secretary. The furniture for each student consists of one single sanitary bed with mattress and pad, one rocking chair, one study chair, one closet for clothing. Each room has a library table, hot and cold water, and semi-indirect electric lighting. Bedding should be forwarded by parcel post two or three days prior to the student's arrival, as trunks are liable to be delayed by the railroad or in local delivery.

2. **Private Rooming Houses** — Students may secure rooms in private rooming houses near the campus. A list of accredited houses will be furnished upon application. Each student should make final arrangements after inspecting room, agreeing to terms, and accepting conditions. Formal written agreements are always more satisfactory as verbal contracts may lead to misunderstandings. Usually rooms are rented for the term only. The college officers are not parties to these contracts and cannot adjust differences.

3. **Bartlett Hall Cafeteria and Dining Room** — A cafeteria conducted on superior standards is maintained in the basement of Bartlett Hall. This is open to all students, faculty, and the public. The lowest possible prices prevail. A dining hall at a stated price per week at the lowest rate possible for table board, is also maintained for residents of Bartlett Hall. If there are vacancies not required by residents of Bartlett Hall other students and members of the faculty are accepted. By this method the meals are conducted more like a home than a restaurant and are cheaper in cost per week than those served in the

cafeteria, because of the combined plan of management. It is to the interest of Bartlett Hall residents to take advantage of this system, as such students get better balanced meals than they would order at a restaurant, and have the quiet and comfort that the better discipline affords. There are a number of private boarding houses near the campus at which students may secure good service.

4. Official Assistance Given—The Dean of Women inspects all the rooms that are proposed to be rented to students by private parties and makes a list of accredited houses at which students may room. This list will be furnished upon application. She will be glad to assist students in finding suitable places to room and board.

The College does not send any authorized agents or representatives to the railway stations to take charge of the assignments of students to lodgings.

5. Transfer—Licensed hacks and omnibuses under the supervision of the city authorities, meet passenger trains and convey persons to any place in the city. The hack and baggage rates are determined by city ordinance. In cases of seemingly unreasonable charges report the case to the Committee on Transportation. There is a fifteen-minute street car service in the city of Cedar Falls from early morning to midnight each day. This service reaches every part of the city.

6. Baggage—Every piece of baggage should be labeled giving "Owner's name, Cedar Falls, Iowa." On reaching Cedar Falls the student should exchange the baggage check for a "claim check" and direct the transfer-line where to deliver the baggage. If a rooming place has not been secured the student may telephone later and give this direction. For this reason it is always well to know the number of the "baggage check" and the name of the transfer line. In this way delays may be avoided.

There is always baggage needlessly lost by inexperienced travelers making errors at junction points, and as a consequence, unpleasant delays in its delivery at Cedar Falls. Hence, it is especially urged that all precaution possible be taken. If, for any reason, one's baggage does not arrive at a junction at the same time as the passenger, and there is necessity to recheck it at this place, and at times also arrange for its being transferred, make all arrangements with the station agent, taking the number and description of the baggage check surrendered so the baggage can be more quickly traced should it not be forwarded promptly.

XI. EMPLOYMENT OF STUDENTS

The Young Women's Christian Association of the Teachers College has a student employment bureau. All women students wishing employment in return for their board or by the hour, are requested to register their names and qualifications with the General Secretary of the Association at the office in the Auditorium Building. Residents of Cedar Falls wishing students to help regularly or occasionally in general housework, waiting on table, decorating or serving on special occasions, laundry work, caring for children, plain sewing, typewriting, etc., are requested to file applications with the General Secretary.

The Young Men's Christian Association conducts also an equivalent service for the men students and for the residents of Cedar Falls.

XII. TWELVE WEEKS NORMAL TRAINING

Students desiring twelve weeks normal training credit so as to secure a teacher's certificate when satisfactory examinations have been passed should observe the following facts:

1. Credits Required by State Board of Educational Examiners.
 - A. Twelve weeks credit in a five-hour pedagogical subject.
 - B. Twelve weeks credit in two other five-hour subjects.
2. Choice of Collegiate or Sub-Collegiate Work.
 - A. Graduates of four-year approved high schools should select college subjects so as to have the credit used toward graduation in case the student should wish to finish a curriculum at some later period.
 - B. Those who have not completed college entrance requirements will need to schedule for sub-collegiate work.
3. Pedagogical Subjects.
 - A. Graduates of four-year approved high schools may have any one of the following subjects:
 - a. Rural School Methods.
 - b. School Organization and Control.
 - c. Primary Methods — Language and Literature.
 - d. Primary Methods — Principles in Fundamentals.
 - e. Psychology I.
 - f. Consolidated School and Country Life.
 - g. Rural School Management.
 - h. Other pedagogical work for which the student has the prerequisites.
 - B. Those who do not meet college entrance requirements need to take one of the following subjects:
 - a. General Primary Methods.
 - b. Didactics.
 - c. General Methods.
 - d. Elementary Psychology.
4. Additional Work Required by Faculty Regulations.
 - A. Graduates of four-year approved high schools are required to take physical training and rhetorical class work during fall, winter and spring terms.
 - B. Students not meeting college entrance requirements need to take physical training or recreational music during fall, winter and spring terms.

Note

The curriculums are so organized at the Iowa State Teachers College that students may earn 12 weeks Normal Training during the first term on any curriculum. The student may get any of the uniform county certificate subjects during any term of the year providing she does not wish to begin work on a regular curriculum.

XIII. SCHOOL CREDITS IN LIEU OF CERTIFICATE EXAMINATIONS

1. **Agriculture, Domestic Science and Manual Training** — Twelve weeks work in Agriculture, Domestic Science and Manual Training (double work) may be used as credit on the Uniform County Certificate in lieu of the regular examinations, provided arrangements are made at the time that these subjects are taken.
2. **Physics** — Twenty-four weeks of Physics at the Teachers College may be substituted for the certificate grade on a Uniform County Certificate, providing suitable examination arrangements are made at the time the work is taken.

3. **Didactics** — Graduates of four-year courses in approved or accredited high schools may have the school grade in didactics accepted in lieu of the certificate examination in this subject.

4. Graduates of four-year courses in approved high schools may have twelve weeks of collegiate work in Rural School Methods, Rural School Management and Rural Sociology (see courses in Social Science) substituted for Algebra, Economics and Physics.

XIV. EXAMINATIONS FOR TEACHERS CERTIFICATES

The regular examinations for teachers certificates are held at the College on the same dates as in the various counties of the state. These examinations occur near the end of January, June, July and October of each year. All arrangements for the examination for Uniform County Certificates are made at the College. Arrangements may be made with the State Board of Educational Examiners for examinations for five year state certificates and special certificates at the time of the regular examinations.

XV. DEPARTMENT CERTIFICATES

Department certificates are granted for proficiency in Voice, Piano, Organ, Violin and other Orchestral Instruments, Penmanship, Critic Supervision, and Swimming. For details see curriculums along these lines published in this catalog.

XVI. BUREAU OF RECOMMENDATIONS

The College maintains a bureau of recommendations for assisting its graduates and students in securing positions. The demands for graduates are far in excess of the supply, hence any graduate with a good record may be certain of securing a desirable place. Those who attend a full year may also be quite certain of securing good positions along the lines for which adequate preparation has been made.

No charges whatever are made to the student or to school officials for rendering this assistance. About 300 superintendents visit the College each spring for the purpose of selecting teachers for the next year. No College in the state has equal advantages in placing its graduates.

XVII. ADVISERS AND AMOUNT OF WORK

1. Every collegiate student must be classified on a definite curriculum. This classification determines the student's adviser. Sub-collegiate students may choose classification on the elementary rural curriculum or as making up high school credits.

2. Those past 21 years of age who have not completed full college entrance are classified as sub-collegiate students but may be permitted to take some college courses as special students.

3. Each student must consult with his adviser before registering for work. The registration card and the class card must be approved by the adviser.

4. Regular work consists of 15 credit hours per week. One extra hour may be permitted for the adjustment of courses. The adviser may permit one class of daily recitation in such courses as Elementary Drawing, Handwork, Music, Penmanship, Typewriting, etc., in addition to regular work.

5. New students are not permitted to carry more than that indicated above during the first two terms in attendance.

6. After the first two terms extra work may be permitted by the adviser or by the registration committee provided the scholarship record justifies this privilege.

7. All students except those classified on special music curriculums and teachers in service shall carry a minimum of twelve hours of class work each term in addition to Physical Training and Rhetorical Class Work unless released from this requirement by the committee on registration.

XVIII. PHYSICAL TRAINING, GRADE POINTS, ETC.

1. Every collegiate student is required to take Rhetorical Class Work during the first three terms in attendance in the fall, winter, and spring. Those who become active members of incorporated literary societies are released from the third term's work.

2. All students are required to take Physical Training during the first six terms in attendance in the fall, winter and spring.

3. Each student must have as many grade points as hours of credit needed for graduation. A grade of "E" gives 3 grade points per hour of credit, "A" gives 2 grade points per hour and "M" gives 1 grade point per hour. "B" does not give grade points.

4. Collegiate students having college entrance deficiencies must register at once for courses which can be used to remove the deficiency. All deficiencies must be removed during the first year in residence.

XIX. UNSATISFACTORY WORK

1. Students who do not make passing grades in each of two successive terms in half the work for which they register shall not be permitted to enroll again for thirty-six weeks without favorable vote of the faculty.

CURRICULUMS

AT THE

IOWA STATE TEACHERS COLLEGE

I. FOUR YEAR DIPLOMAS AND DEGREES

1. Bachelor of Arts in Education Degree.
 - a. Home Economics Major meeting all State and National requirements for teachers in Accredited High Schools and Vocational Schools under the Smith-Hughes Law.
 - b. Majors for High School Teachers of English, Mathematics, Foreign Language, Science, Social Science, and all other groups of high school subjects.
 - c. Majors for City Superintendents; Normal School Critics; Normal Training High School Critics; Supervisors of Primary, Kindergarten, Music, Manual Arts, Art, Physical Education, and Commercial work; Township Supervisors for Rural Schools.
 - d. Majors in Consolidated School Education, Agriculture and Manual Training for teachers in Consolidated Schools.
 - e. A Major in Coaching and Athletics.
2. Master of Didactics Degree (College Graduate entrance).
 - a. College graduates may prepare as special teachers in any of the above lines.
 - b. One full year of work along the chosen line is required for graduation.
 - c. Fifteen units of secondary credit and four full years of college credit are required for admission.

II. THREE YEAR DIPLOMA

1. Public School Music Education.

III. TWO YEAR DIPLOMAS

1. The Junior College (for principals, supervisors, or grade teachers).
2. Primary Education.
3. Kindergarten Education.
4. Manual Training Education.
5. Commercial Education.
6. Art Education.
7. Home Economics Education.

Note

All of above curriculums give full credit toward the Bachelor of Arts in Education Degree with related Majors.

IV. SUB-COLLEGIATE DIVISION

1. Elementary Rural Teacher Diploma.
2. Secondary School Credits (Partial H. S. curriculums may be completed. No diploma is awarded).

V. SPECIAL MUSIC DIPLOMAS

1. Piano, Voice, Organ.
2. Violin, Oboe, Flute, Clarinet, Bassoon, Cornet, French Horn, Trombone, Tuba, Cello, Double Bass, Harp, Saxophone and other orchestral music.
3. Those who specialize in Violin have an opportunity to give instruction to classes of three under the supervision of the head of the department.

VI. TEACHERS COLLEGE HIGH SCHOOL

1. The Junior High School.
 2. The Senior High School.
- These divisions are modern and typify the best in educational practice. Accredited by the North Central Association.

NOTES

1. **All Graduates from Curriculums**, indicated in Sections I to IV inclusive, may receive Five Year Teacher Certificates when 18 years of age, as follows:

- a. Degree Curriculum—First Grade State Certificate.
- b. Diploma Curriculums—Second Grade State Certificate.
- c. Elementary Rural Curriculum—Five Year Rural Teachers State Certificate.

2. **Twelve Weeks Normal Training** may be secured during any term of the year.

ENTRANCE REQUIREMENTS

I. Admission to Collegiate Courses and Curriculums

1. Graduates of four year public high schools in the state and four year private academies or high schools approved by the Iowa Board on Secondary School Relations will be admitted to Degree and Diploma Courses.

2. Full admission to Degree and Diploma curriculums requires 15 units of acceptable secondary credit. Conditional admission is granted on 14 acceptable units.

3. When conditional admission to a curriculum is granted, the student must register at once for courses needed to remove the condition.

4. The outline below gives the required and acceptable units. For full details see "Defined Entrance Subjects" on the following pages.

English	3 units required	4 units accepted
Mathematics		4 units accepted
Algebra	1 unit required	
Geometry	1 unit required	
Social Science.....	1½ units required	4 units accepted
One Foreign Language.....		4 units accepted
Other Foreign Language....		4 units accepted
Science (Natural, Physical)..		4½ units accepted
From above five groups.....	11 units required	15 units accepted
Other Subjects.....		4 units accepted

II. OTHER COURSES AND CURRICULUMS

1. The Elementary Rural Curriculum.
 - a. Admission to the Elementary Rural Curriculum and other sub-collegiate work requires the County Superintendent's diploma for completion of eighth grade work, or an eighth grade diploma from a standard graded school, or a teacher's certificate. The student must be at least 16 years of age.
 - b. For the completion of this curriculum the student must meet full admission requirements to a degree or diploma curriculum at this institution.
 - c. Secondary School credits may be made up in this division.
2. Special Music Curriculums.
 - a. Piano, Voice, Organ.
 - b. Violin and other Orchestral Instruments.
 - c. Entrance requirements, not limited except when the student takes class work in other departments. In this case the requirements for the class work must be met.
 - d. For the completion of any of these curriculums the student must have full college entrance.
 - e. Department Certificates for proficiency in any line may be granted upon recommendation of the department concerned.

III. TWELVE WEEKS NORMAL TRAINING

1. Students may secure Twelve Weeks Normal Training credit during any term and at the same time earn credit on any regular curriculum.
2. If desired the student may take only certificate subjects. One professional subject is required.
3. Minimum entrance: Age 16 and completion of eighth grade. In special cases a student who has not finished the eighth grade may be admitted to sub-collegiate work, if 18 years of age.

IV. THE TEACHERS COLLEGE HIGH SCHOOL

1. The Junior High School.
 - a. Completion of sixth grade in town or rural schools.
 - b. No minimum age limit.
2. The Senior High School.
 - a. Completion of junior high school or ninth grade in standard high school.
 - b. No minimum age limit.
3. These high school divisions are modern and enable the stronger students to complete the public school curriculum in eleven years instead of the usual twelve years.

DEFINED ENTRANCE SUBJECTS

Eleven units must be presented from section A below with the limitations specified in each group. The four additional units may be accepted from these groups.

- A. Eleven units required, 15 or more units accepted.

I. English — 3 units required, 1 additional unit accepted.

The required 3 units may include $\frac{1}{2}$ unit in grammar if taken within the third or fourth years of high school credit. The additional unit may include $\frac{1}{2}$ unit of Public Speaking, Argumentation, etc., but this may not be used for required work.

II. Foreign Language — 1 unit to 8 units accepted.

1. Greek, Latin, French, Spanish, German, Scandinavian, or other languages given in a standard secondary school.

2. Not less than 1 unit nor more than 4 units may be accepted in any one language.

III. Social Science — $1\frac{1}{2}$ units required, $2\frac{1}{2}$ additional units accepted.

- | | |
|--|-------------------------|
| 1. Ancient History | $\frac{1}{2}$ to 1 unit |
| 2. Medieval and Modern History | $\frac{1}{2}$ to 1 unit |
| 3. General History (but not in addition to 1 and 2 above) | $\frac{1}{2}$ to 1 unit |
| 4. English History | $\frac{1}{2}$ to 1 unit |
| 5. U. S. History (only after completion of two full years of high school credit) | $\frac{1}{2}$ to 1 unit |
| 6. Civics, Citizenship, Community Civics | $\frac{1}{2}$ to 1 unit |
| 7. Economics | $\frac{1}{2}$ unit |
| 8. Sociology | $\frac{1}{2}$ unit |

IV. Mathematics — 2 units required, 2 additional units accepted.

- | | |
|--|--------------------|
| 1. Elementary Algebra thru Quadratics required | 1 unit |
| 2. Plane Geometry required | 1 unit |
| 3. Advanced Algebra, 3rd Semester's work | $\frac{1}{2}$ unit |
| 4. Fourth Semester Algebra in Senior Year | $\frac{1}{2}$ unit |
| 5. Solid Geometry | $\frac{1}{2}$ unit |
| 6. Trigonometry | $\frac{1}{2}$ unit |

V. Science (Natural and Physical) — $\frac{1}{2}$ to $4\frac{1}{2}$ units accepted.

- | | |
|-----------------------------------|--------------------------|
| 1. Agriculture | $\frac{1}{2}$ to 2 units |
| 2. Astronomy | $\frac{1}{2}$ unit |
| 3. Botany | $\frac{1}{2}$ to 1 unit |
| 4. Chemistry, not less than | 1 unit |
| 5. Geology | $\frac{1}{2}$ unit |
| 6. General Science | $\frac{1}{2}$ to 1 unit |
| 7. Physiography | $\frac{1}{2}$ to 1 unit |
| 8. Physics, not less than | 1 unit |
| 9. Physiology | $\frac{1}{2}$ unit |
| 10. Zoology | $\frac{1}{2}$ to 1 unit |

B. Other subjects outlined by the Iowa Board on Secondary School Relations—4 units accepted.

Notes

1. Not less than $\frac{1}{2}$ unit of entrance credit may be accepted in any subject, ($\frac{1}{3}$ unit may be accepted from schools organized on a 12 weeks basis), and not less than 1 unit in Physics, Chemistry, or any Foreign Language.

2. Regular high school work shall consist of four subjects with five prepared recitations, or equivalent, per week in each. The recitation periods need to be not less than 40 minutes in length and the laboratory periods twice this length.

3. If students are permitted to carry extra periods per week in Drawing, Music, Manual Training, Bible, etc., no entrance credit can be allowed for such work.

DEFINITIONS OF COLLEGE TERMINOLOGY

For the information of the students the definition of terms used in the catalog and in business transactions with the Faculty is here given.

Unit—This term applies to secondary work. A year's work in any branch of study requiring five recitations a week of not less than 40 minutes each for 36 weeks constitutes a unit. The laboratory subjects require extra periods.

Term Hour—A term hour of credit represents one prepared recitation of college work per week, or the equivalent, for a term of twelve weeks.

Registration—This term is used to designate the weekly school work assigned to the student by the adviser. Fifteen hours per week with one additional hour for adjustments and the required physical training and rhetorical class work constitutes regular work. Five hours per week of additional work in certain so-called sub-collegiate drill subjects such as drawing, music, penmanship, typewriting, etc., may be permitted by the adviser.

Grade Point—Grade points are awarded on each hour of credit according to the grade of scholarship attained. As many grade points as hours of credit required at this institution are necessary for graduation from any curriculum.

Course—A course means a subject, or portion of a subject, as outlined in the catalog for twelve weeks' work in one line.

Curriculum—This means the full quantity and quality of work that is accepted as evidence of qualifications for a diploma.

The Major—This expression is used to show the more prominent line of work pursued by the student on the degree curriculum. The major consists of not less than 30 nor more than 60 hours. The maximum credit in the student's major and any other major line (not the student's minor) in the same group may not exceed 60 hours.

The Minor—This term is used to indicate the line of work pursued by the student that is second in prominence. The minor consists of not less than 15 nor more than 30 hours in a major line. If the student's major and minor are in the same group the combined credit may not exceed 75 hours.

THE DEGREE CURRICULUM

Suggestive Outline showing Required Work For All Majors

Freshman Year — 45 Term Hours

Foreign Language	5 hr.	Foreign Language	5 hr.	Foreign Language	5 hr.
English I	5 hr.	Electives	10 hr.	Electives	10 hr.
Elective	5 hr.	Physical Training, Rhetorical Class Work			

Sophomore Year — 45 Term Hours

Psychology I	5 hr.	Psychology	5 hr.	Education, Sec. A....	5 hr.
Electives	10 hr.	Electives	10 hr.	Electives	10 hr.
Physical Training					

Junior Year — 45 Term Hours

Education, Sec. B	5 hr.	Education, Sec. C	5 hr.	Education, Sec. C	5 hr.
Electives	10 hr.	Electives	10 hr.	Electives	10 hr.
Illust. Teaching, Credit Required.					

Senior Year — 45 Term Hours

Teaching	5 hr.	Teaching	5 hr.	Electives	15 hr.
Electives	10 hr.	Electives	10 hr.		

Notes

1. With the consent of the adviser the foreign language may be delayed until the Sophomore year.

2. The electives must include five hours of English from the Language and Literature section, five hours of Constructive English, 15 hours of Social Science, and 20 hours of Science and Mathematics.

3. Five hours from Section A in Rural Education may be substituted for 5 hours from Section A in Education. Course V in Rural Education may be substituted for 5 hours from Section B in Education, and 5 hours from Courses III, IV, VI, VII, VIII in Rural Education may be substituted for 5 hours from Section C in Education.

4. Each student must choose a Major before entering upon the work of the Junior year and the electives must be chosen so as to comply with the distribution required for a Major and a Minor.

THE DEGREE CURRICULUM

Home Economics Major

Suggestive Outline showing Required Work

Freshman Year — 45 Term Hours

Chemistry X5 hr.	Chemistry XI5 hr.	Food Prep. I5 hr.
Clothing I4 hr.	Clothing II4 hr.	English I5 hr.
Draw. & Design.3 hr.	App. Design.3 hr.	Elective5 hr.
Gen. Biology (b)3 hr.	Physiology I (b)3 hr.	

Physical Training—Rhetorical Class Work.

Sophomore Year — 45 Term Hours

Food Prep. II5 hr.	H. & Com. Hygiene...3 hr.	Chemistry XIII5 hr.
Chemistry XII3 hr.	Electives12 hr.	H. Physics3 hr.
H. Planning2 hr.		H. Furn. & Dec.2 hr.
Elective5 hr.		Elective5 hr.

Physical Training.

Junior Year — 45 Term Hours

Psychology I5 hr.	Hist. of Voc. Ed.3 hr.	Genetic Psychology5 hr.
Costume Design.3 hr.	Voc. School Adm.2 hr.	Child Care2 hr.
Textiles2 hr.	Food Marketing2 hr.	Dressmaking3 hr.
Prin. of Economics I..5 hr.	Meal Planning3 hr.	Elective5 hr.
	Home Nursing2 hr.	Illust. Teaching, Credit
	Bacteriology3 hr.	Required.

Senior Year — 45 Term Hours

Teaching (H. E.).5 hr.	Teaching5 hr.	*H. E. Elective3 hr.
Home Mngt.5 hr.	Food and Dietetics3 hr.	Electives12 hr.
Methods in H. E.3 hr.	Adv. Dressmaking2 hr.	
Soc. Problems2 hr.	Elective5 hr.	

Note

The electives must include five hours of English from the Language and Literature section, 5 hours of Constructive English, and 10 hours of History and Government. The electives may include any courses that are open to the student under faculty regulations.

*Chosen from Advanced Dietetics, The School Lunch, or Experimental Cooking.

THE DEGREE CURRICULUM

Physical Education Major

Suggestive Outline showing Required Work

Freshman Year — 45 Term Hours

Foreign Lang.5 hr.	Anatomy I5 hr.	Anatomy II5 hr.
English I5 hr.	Foreign Lang.5 hr.	Foreign Lang.5 hr.
Elective5 hr.	Oral Interpretation I or Public Speaking I...5 hr.	Elective5 hr.
Physical Training—Rhetorical Class Work.		

Sophomore Year — 45 Term Hours

Kinesiology2 hr.	First Aid to the In- jured2 hr.	Education, Sec. A.5 hr.
Psychology I5 hr.	Physical Diagnosis3 hr.	Electives10 hr.
Physiology I (a)5 hr.	Genetic Psychology5 hr.	
Elective3 hr.	Hyg. and Sanitation...5 hr.	
Physical Training.		

Junior Year — 45 Term Hours

Theory of Phys. Tr.5 hr.	Playground Meth. I ...3 hr.	Playground Meth. II...3 hr.
Anthropometry2 hr.	Theory of Athletics I...2 hr.	Theory of Athletics II2 hr.
Corrective Gym. and Massage3 hr.	Chemistry XVII5 hr.	Phys. Dept. Admin. ...3 hr.
Physics XIV5 hr.	Education, Sec. B5 hr.	Hist. of Phys. Ed....2 hr.
		Chemistry XVIII5 hr.
		Illust. Teaching, Credit Required.

Physical Training.

Senior Year — 45 Term Hours

Teaching5 hr.	Education, Sec. C.5 hr.	Electives15 hr.
Education, Sec. C5 hr.	Teaching5 hr.	
Physiology of Exer. ...3 hr.	Elective5 hr.	
Elective2 hr.		

Physical Training.

Notes

1. The electives must include five hours of English from the Language and Literature section, 5 hours of Constructive English, and 15 hours of Social Science.

2. Five hours from Section A in Rural Education may be substituted for 5 hours from Section A in Education. Course V in Rural Education may be substituted for 5 hours from Section B in Education, and 5 hours from courses III, IV, VI, VII, VIII in Rural Education may be substituted for 5 hours from Section C in Education.

THE DEGREE CURRICULUM

Coaching and Athletics Major

Suggestive Outline showing Required Work

Freshman Year — 45 Term Hours

Th. of Athletics3 hr.	Th. of Athletics3 hr.	Th. of Athletics3 hr.
Foreign Lang.5 hr.	Foreign Lang.5 hr.	Foreign Lang.5 hr.
English I5 hr.	Electives7 hr.	Electives7 hr.
Elective2 hr.		

Physical Training—Rhetorical Class Work.

Sophomore Year — 45 Term Hours

Th. of Athletics3 hr.	Th. of Athletics3 hr.	Th. of Athletics3 hr.
Psychology I5 hr.	Psychology5 hr.	Education, Sec. A.....5 hr.
Electives7 hr.	Electives7 hr.	Electives7 hr.

Physical Training.

Junior Year — 45 Term Hours

Th. of Athletics3 hr.	Th. of Athletics3 hr.	Th. of Athletics3 hr.
Education, Sec. B.5 hr.	Education, Sec. C.5 hr.	Education, Sec. C.5 hr.
Electives7 hr.	Electives7 hr.	Electives7 hr.

Illust. Teaching, Credit
Required.

Senior Year — 45 Term Hours

Teaching5 hr.	Teaching5 hr.	Electives15 hr.
Th. of Athletics3 hr.	Electives10 hr.	
Electives7 hr.		

Notes

1. With the consent of the adviser, the foreign language may be delayed until the Sophomore year.

2. The electives must include 5 hours of English from the Language and Literature section, 5 hours of Constructive English, 15 hours of Social Science, and 20 hours of Science and Mathematics. The electives may include additional courses in the Theory of Athletics or any other courses that are open to the student at the time these courses are desired.

3. Five hours from Section A in Rural Education may be substituted for 5 hours from Section A in Education. Course V in Rural Education may be substituted for 5 hours from Section B in Education, and 5 hours from Courses III, IV, VI, VII, VIII in Rural Education may be substituted for 5 hours from Section C in Education.

For more detailed information concerning the distribution of work see the outlines for the various Majors and Minors.

MASTER OF DIDACTICS DEGREE

Students holding Bachelor's degrees from standard colleges and universities, presenting 15 units of secondary credit and four full years of collegiate credit, are admitted on such credentials to special work in the Teachers College and given the degree, Master of Didactics, for a full year of standard college work as here specified. Those who are not candidates for the M. Di. degree may take any collegiate courses that they may desire.

I. Professional Work in Education and Teaching — 45 Term Hours.

This is planned to suit the individual needs by the Head of the Department of Education, and offers opportunity for training of a superior kind for city school systems, consolidated school systems, and rural school systems.

II. Professional Work in Education and Teaching with Electives — 45 Term Hours.

- | | |
|--|----------|
| 1. Education | 15 hours |
| 2. Teaching | 10 hours |
| 3. Electives approved by the Head of the Department of Education | 20 hours |

III. Special Teacher Work — 45 Term Hours.

College graduates may specialize under the advice of the Head of the Department of Education so as to become Supervisors of Primary work, Kindergarten, Music, Art, Manual Arts, Physical Education; Supervisors of Consolidated Schools, and Township Supervisors for Rural Schools; or Commercial Teachers, Home Economics Teachers, etc.

IV. Critic Teacher Work with Electives — 45 Term Hours.

- | | |
|--|----------|
| 1. Critic Training..... | 15 hours |
| 2. Education and Electives under the advice of the Head of the Department of Teaching..... | 30 hours |

Applicants for this work must be accepted as Critics in Training and appointed to such service before entering upon this preparation and training.

V. Normal Training High School Critic Work — 45 Term Hours.

- | | |
|--|-----------------|
| 1. Applied Principles of Psychology..... | 5 hours |
| 2. Special Methods in Common Branches..... | 5 hours |
| 3. Normal Training Supervision..... | 5 hours |
| 4. Primary Methods..... | 5 hours |
| 5. Teaching (Primary Department)..... | 5 hours |
| 6. Electives open to Juniors and Seniors..... | 17 hours |
| 7. Primary Handwork..... | 3 hours |
| 8. Elementary Music — 1 term, daily..... | Credit required |
| 9. Physical Training — 2 terms, 3 days per week.... | Credit required |
| 10. Recreational Music — 1 term, 3 days per week.... | Credit required |

SPECIAL CERTIFICATE AS CRITIC TEACHER

OPEN TO SPECIAL TEACHERS WHO DO NOT HOLD COL- LEGE DEGREES

I. Department Certificate Curriculum — Department Critic.

This two-year curriculum is organized to give efficient training for critic teachers and for department critics in state normal schools and is obtainable by a limited number of graduates from the diploma curriculums. Appointments by the Department of Teaching as Critics in Training are made each year as vacancies in the class occur. The requirements are as follows:

Critic Training. Allows credit on this curriculum only.....	15 hours
College courses open to Juniors and Seniors.....	30 hours
Two Years of Service in the Department of Teaching	

II. Normal Training High School Critic — Registrar's Certificate.

Teachers recommended by the Department of Public Instruction who are now employed or who may hereafter be employed as normal training high school critics may take this work. These students will receive a statement from the Registrar showing the work completed. The outline of work is the same as in V above.

GROUPS SHOWING DIFFERENT MAJOR LINES**Four Year Degree Curriculums****I. The Professional Group.**

1. Psychology.
2. Education.
3. Consolidated School Education.
4. Normal Training High School Critic Work.
5. Teaching and Critic Training.
6. Primary Education.
7. Kindergarten Education.

II. The English Group.

1. English.
2. Public Speaking.

III. The Foreign Language Group.

1. French.
2. German.
3. Greek.
4. Latin.
5. Spanish.

IV. The Science and Mathematics Group.

1. Agriculture.
2. Biological Science.
3. Chemistry.
4. Earth Science.
5. Mathematics.
6. Physics.
7. Physical Science.

V. The Social Science Group.

1. Economics.
2. Government.
3. History.

VI. Art, Commerce, Manual Arts, and Public School Music.

1. Art.
2. Commerce.
3. Manual Arts.
4. Public School Music.

VII. Coaching and Athletics, Home Economics, and Physical Education.

1. Coaching and Athletics.
2. Home Economics.
3. Physical Education.

DISTRIBUTION OF WORK FOR VARIOUS MAJORS

The following outlines show the distribution of work for the various majors. The student should follow the general outline for the degree curriculum and the outline below for the particular major selected.

- | | Minimum |
|---|----------------|
| I. If Major is in the Professional Group | |
| 1. The Student's Major (one of the following). | 30 Hours |
| a. Psychology. | |
| b. Education. | |
| c. Consolidated School Education. | |
| d. Normal Training High School Critic Work. | |
| e. Teaching and Critic Training. | |
| f. Primary Education. | |
| g. Kindergarten Education. | |
| 2. The Student's Minor (selected from a major line) | 15 Hours |
| 3. Other required courses, including above as outlined on the Degree Curriculum. | |
| a. Professional Group..... | 40 Hours |
| b. English (Constructive 10, Literature 5) .. | 15 Hours |
| c. Foreign Language..... | 15 Hours |
| d. Social Science..... | 15 Hours |
| e. Science and Mathematics..... | 20 Hours |
| 4. Enough additional credit to make a total of 180 hours with limitations indicated in notes following. | |
|
II. If Major is in the English Group. | |
| 1. The Student's Major (one of the following). | 30 Hours |
| a. English. | |
| b. Public Speaking. | |
| 2. The Student's Minor (selected from a major line) | 15 Hours |
| 3. Other required courses, including above, as outlined on the Degree Curriculum: | |
| a. Professional Group..... | 40 Hours |
| b. English (Constructive 10, Literature 5) .. | 15 Hours |
| c. Foreign Language..... | 15 Hours |
| d. Social Science..... | 15 Hours |
| e. Science and Mathematics..... | 20 Hours |
| 4. Enough additional credit to make a total of 180 hours with limitations indicated in notes following. | |
|
III. If Major is in the Foreign Language Group. | |
| 1. The Student's Major (one of the following). | 30 Hours |
| a. German. | |
| b. Greek. | |
| c. French. | |
| d. Latin from Courses I to XI. | |
| e. Spanish. | |
| 2. The Student's Minor (selected from a major line) | 15 Hours |

3. Other required courses as outlined on the Degree curriculum.
 - a. Professional Group.....40 Hours
 - b. English (Constructive 10, Literature 5)..15 Hours
 - c. Social Science.....15 Hours
 - d. Science and Mathematics.....20 Hours
4. Enough additional credit to make a total of 180 hours with limitations indicated in notes following.

IV. If Major is in the Social Science Group.

1. The Student's Major (one of the following). 30 Hours
 - a. Economics.
 - b. Government.
 - c. History.
2. The Student's Minor (selected from a major line) 15 Hours
3. Other required courses as outlined on the Degree curriculum.
 - a. Professional Group.....40 Hours
 - b. English (Constructive 10, Literature 5)..15 Hours
 - c. Foreign Language.....15 Hours
 - d. Science and Mathematics.....20 Hours
4. Enough additional credit to make a total of 180 hours with limitations indicated in notes following.

V. If Major is in the Science and Mathematics Group.

1. The Student's Major (one of the following). 30 Hours
 - a. Agriculture.
 - b. Biological Science.
 - c. Chemistry.
 - d. Earth Science.
 - e. Mathematics.
 - f. Physics.
 - g. Physical Science (Chemistry 15, Physics 15).
2. The Student's Minor (selected from a major line) 15 Hours
3. Other required courses as outlined on the Degree curriculum.
 - a. Professional Group.....40 Hours
 - b. English (Constructive 10, Literature 5)..15 Hours
 - c. Foreign Language.....15 Hours
 - d. Social Science.....15 Hours
4. Enough additional credit to make a total of 180 hours with limitations indicated in notes following.

VI. If Major is in one of These Lines.

1. The Student's Major (one of the following). 30 Hours
 - a. Art.
 - b. Commerce.
 - c. Manual Arts.
 - d. Public School Music.
2. The Student's Minor (selected from a major line) 15 Hours

3. Other required courses as outlined on the Degree curriculum.
 - a. Professional Group.....40 Hours
 - b. English (Constructive 10, Literature 5)..15 Hours
 - c. Foreign Language.....15 Hours
 - d. Social Science.....15 Hours
 - e. Science and Mathematics.....20 Hours
4. Enough additional credit to make a total of 180 hours with limitations indicated in notes following.

VII. If Major is in One of These Lines.

1. The Student's Major (one of the following). 30 Hours
 - a. Coaching and Athletics.
 - b. Home Economics.
 - c. Physical Education.
2. The Student's Minor (selected from a major line) 15 Hours
3. Follow the outline as indicated on previous pages.
4. Enough additional credit to make a total of 180 hours with limitations indicated in notes following.

Notes

1. As many grade points as hours of credit required at this institution are necessary for graduation.

2. The maximum amount of credit in the student's major is 60 hours. The maximum in the minor is 30 hours. When the major and minor are in the same group, the maximum in the major and minor is 75 hours.

3. Except in the major and minor, the professional work and physical science not more than 20 hours may be used in any major line. Physical Science (composed of physics and chemistry combined) cannot be used as a minor and the maximum credit is 20 hours in each of the two sciences unless physical science is the student's major.

4. The maximum credit in the student's major and any other major line (not the student's minor) in the same group may not exceed 60 hours.

5. Coaching and Athletics, Physical Science, and Public School Music may not be used as a minor. Not more than 10 hours may be used in the applied courses in Theory of Athletics unless the student majors in Coaching and Athletics. See courses in the department of Physical Education.

DEPARTMENT COURSES

Note — These courses may be used for credit on degree and diploma curriculums as indicated in each. The amount of credit along any line is determined by the regulations regarding Majors, Minors and Group Requirements in connection with each curriculum.

AGRICULTURE

(See courses in Natural Science)

ART AND MANUAL ARTS

Degree and Diploma Courses

1. The Art Major

I. Drawing I — $2\frac{1}{2}$ hours. Form study, color theory, and composition, using different mediums, as applied to nature drawings with realistic and decorative treatment, type forms, etc. Daily. Open to collegiate students in any year of residence.

II. Drawing II — $2\frac{1}{2}$ hours. A continuation of Drawing I with more emphasis upon technique. Application along the line of figure drawing and illustration. Daily. Prerequisite, Drawing I or equivalent. Open to Freshmen and Sophomores.

III. Applied Arts I — $2\frac{1}{2}$ hours. Working out a project as a foundation for drawing. The application of drawing and design to materials along such lines as booklets, toys, baskets, etc. Daily. Prerequisite, Drawing I or equivalent. Open to collegiate students in any year of residence.

IV. Applied Arts II — 3 hours. Design and color applied to clay modeling, pottery forms, costume, etc. Daily. Prerequisite, Applied Arts I or equivalent. Open to Sophomores, Juniors and Seniors.

V. Perspective — $2\frac{1}{2}$ hours. Both linear and aerial perspective are considered. Daily. Open to Freshmen and Sophomores.

VI. Commercial Illustration — $2\frac{1}{2}$ hours. The principles of good design and lettering as used in the business world are applied in illustration and poster making. Daily. Prerequisite, one term of drawing. Open to Freshmen and Sophomores.

VII. General Design — 3 hours. The fundamental principles of design and color in relation to the drawing of naturalistic forms and their conventionalization and application to decorative art. Daily. Open to Freshmen and Sophomores.

VIII. Drawing and Design — 3 hours. Credit only on Home Economics curriculums. The principles of drawing needed in representing objects in proportion and perspective. Adaptation of lettering, plant and animal forms to materials. Daily. Open to Freshmen and Sophomores.

IX. Applied Design—3 hours. Credit only on Home Economics curriculums. A continuation of Course VIII above. The constructed designs are applied to textiles by wood blocks, stencils, and needle-work. Daily. Open to Freshmen and Sophomores.

X. Art Appreciation—5 hours. The aim of this course is to acquire some appreciation of art through a study of good examples of art as found in architecture, sculpture, paintings, and handicrafts. Some attention will be given to the development of art, and its historic periods. Open to Sophomores, Juniors and Seniors.

XI. Interior Decoration—2½ hours. Design and color applied to the home. This will include the drawing of wall elevations showing arrangement of furniture and pictures against the wall, windows and draperies, doors, mantles, etc. Daily. Prerequisite, one term of drawing or equivalent preparation. Open to Sophomores, Juniors and Seniors.

XII. History of Architecture and Sculpture—5 hours. The development of architecture from the Egyptian period to the Renaissance of modern times. Open to Sophomores, Juniors and Seniors.

XIII. History of Painting—5 hours. A survey of painting from the time of Giotto to the present day. Open to Sophomores, Juniors and Seniors.

XIV. The Teaching of Art—5 hours. The place and purpose of art in the public schools; special problems in teaching and supervising art; courses of study, etc. Prerequisite, previous training in drawing and design. Students who major in Art may substitute this course for five hours of required work from Section D in Education. Open to Sophomores, Juniors and Seniors.

XV. Primary Drawing I—2 hours. Credit only on Primary and Kindergarten curriculums, and for those who major in Primary or Kindergarten Education. Elementary art problems for lower grades. The materials used are water color, colored paper, pastel, charcoal, pencil and scissors. Five hours per week of intensive classroom work and at least one hour per week of outside preparation. Open to Freshmen and Sophomores.

XVI. Primary Drawing II—3 hours. Credit only on Primary and Kindergarten curriculums and for those who major in Primary or Kindergarten Education. Decorative and pictorial art are developed by the same means as in the above course. Five hours per week of intensive classroom work and about four hours per week of outside preparation. Prerequisite, Primary Drawing I, or equivalent preparation. Open to Freshmen and Sophomores.

XVII. Primary Handwork—3 hours. Credit only on Primary curriculum and for those who major in Primary Education and Normal Training High School Critic Work. Various forms of handwork suitable for use in the primary grades. Instruction in paper cutting, paper and cardboard construction, simple sewing, weaving, card work, raffia work, basketry, etc. Five hours per week of intensive classroom work and about four hours per week of outside preparation. Open to Freshmen and Sophomores.

2. The Manual Arts Major

XVIII-XXII. Woodwork I and V—Each 3 hours. **II and III**—Each 2 hours. **IV**—5 hours. Courses in woodwork beginning with the simplest exercises in the use of tools and extending into cabinet making. Knowledge and skill in the use of tools is acquired through

their use in making articles for actual use, and a large part of the designing of these articles is done by the students. Courses I, II, and III are open to collegiate students in any year of residence. Courses IV and V are open to Sophomores, Juniors and Seniors.

XXIII-XXVI. Mechanical Drawing I and IV — Each 2 hours. **II and III** — Each 3 hours. Instruction in the use of drawing instruments, geometrical problems, working drawings, blue printing, lettering, tracing, orthographic projections, perspective, machine drawing, etc. Courses I, II, III are open to collegiate students in any year of residence. Course IV is open to Sophomores, Juniors and Seniors.

XXVII. Wood Turning — 2 hours. The woodturning lathe and instruction in the various methods of turning between centers, face plate work, inside turning, chucking, finishing, polishing, etc. Open to Freshmen and Sophomores.

XXVIII-XXIX. Sheet-Metal Work I and II — Each 2½ hours. Applied in making such articles as tray, lamp shade, candlestick, scone, watch fob, letter holder, blotter corners, lantern, spoons, drawer pulls, hinges, etc. Daily. Open to Freshmen and Sophomores.

XXX. Teaching Manual Arts — 5 hours. This course deals with aims and purposes of manual arts in the school; sociological and psychological basis, analysis and presentation of a constructive work lesson; relation to other subjects; demonstrations; and other questions of importance to the special teacher. Students who major in Manual Arts may substitute this course for five hours of required work from Section C in Education. Prerequisite, Psychology I, Woodwork I and II, and Mechanical Drawing I and II. Open to Sophomores, Juniors and Seniors.

XXXI. Organization and Administration of Manual Arts — 3 hours. Adjustments of Manual Arts to various types of schools; kinds of work for different grades; analysis and classification of teaching material; courses of study; class organization for individual and group work, etc. Prerequisite, Woodwork I and II and Mechanical Drawing I and II. Open to Sophomores, Juniors and Seniors.

XXXII. Economics of Manual Arts — 3 hours. Plans for buildings and rooms, purchase and arrangement of equipment, suitable equipment for special conditions. The cost of equipments, supplies and maintenance. Open to Sophomores, Juniors and Seniors.

XXXIII. Wood Finishing — 2 hours. A study of the theory and practice of wood finishing. Purpose and function of finishing. Classes of finishes, preparation and application of materials, special applications to school conditions and requirements. Open to Sophomores, Juniors and Seniors.

Note

Attention is called to the increasing number of positions, such as in consolidated rural schools and elsewhere, in which persons who are able to teach both Manual Training and Agriculture are in demand. College graduates are usually desired for these positions. College students are able to choose their electives so as to prepare for these positions.

BIOLOGY AND BOTANY

(See courses in Natural Science.)

CHEMISTRY

(See courses in Physics and Chemistry.)

COMMERCE

(See courses in Mathematics and Commerce.)

COACHING AND ATHLETICS

(See courses in Physical Education)

DOMESTIC SCIENCE

(See courses in Home Economics)

ECONOMICS

(See courses in Social Science.)

PSYCHOLOGY AND EDUCATION**Degree and Diploma Courses****1. The Psychology Major.**

I. Psychology I—5 hours. The principles of Psychology, acquiring a familiarity with psychological terms, methods, and knowledge as a basis for more advanced work in Psychology and Education. Simple experiments, lantern slides. Open to Freshmen and Sophomores.

II. Child Psychology—5 hours. The physical and mental growth of the child. The appearance, development, and use of prominent instincts are emphasized in connection with the problems of teaching. Prerequisite, Psychology I. Open to Freshmen and Sophomores.

III. Educational Psychology—5 hours. A study of the factors which contribute to improvement in physical and mental attainments. Application will be made with reference to the different subjects taught in the public schools. Prerequisite, Psychology I. Open to Freshmen and Sophomores.

IV. Social Development—5 hours. Social tendencies, interests, and training of children from infancy to the adult period. Particular attention to problems of social training. Prerequisite, Psychology I. Open to Freshmen and Sophomores.

V. Psychology of Adolescence—5 hours. An intensive study of changing attitudes and concepts that take place in the minds of youth during the period of time from eleven to eighteen years of age. It will include a study of the mental and physical influences that retard or accelerate the mental growth. The church, the school, the state, and the home will receive consideration. Prerequisite, Psychology I. Open to collegiate students in any year of residence.

VI. Genetic Psychology—5 hours. An intensive study of the origin and development of consciousness in the child and in the race. Lectures, topics for reports, observation, and class discussions. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors on the degree curriculum.

VII. Experimental Psychology I—5 hours. Typical experiments in each of the approved lines of psychological investigation. The student acquires familiarity with modern psychological apparatus, methods of experimentation, and their significance for the public school teacher. The relation of Experimental Psychology to other departments of

Psychology. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors on the degree curriculum.

VIII. Experimental Psychology II—5 hours. Minor studies in learning, habit-forming, reasoning, association, attention, interest, and other problems of special interest to teachers. Laboratory work, class discussions, and reference work. Prerequisite, Experimental Psychology I. Open to Juniors and Seniors on the degree curriculum.

IX. Social Psychology—3 hours. A study of the thinking and behavior of people as affected by their association with one another. The methods of handling groups of persons. This could well be called a course in Group Psychology. Prerequisite, Psychology I. Open to Juniors and Seniors.

X. Applied Principles of Psychology—5 hours. The relation of education to democratic life. Contributions of the home, the church, the state, and various public and private institutions. Primarily for Normal Training High School Critics. Prerequisite, Psychology I. Open to Juniors and Seniors.

2. The Education Major

Section A—Methods and Management.

XI. School Organization and Control—5 hours. The school plant and equipment, health conditions, content of course of study, daily program, marks and reports, motives and incentives, community cooperation, the school system and school laws of Iowa as related to the teacher and his work. Open to Freshmen and Sophomores.

XII. Project Method in Teaching—2 hours. Type projects in the various subjects. The development and unification of each subject as the experience of the pupil expands. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

XIII. Problems of Grade Teachers—3 hours. The peculiar needs of grade teachers. Topics, reports, discussions, and experiences all seeking to assist in the solution of the various problems confronting the grade teacher. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors and to Freshmen who have had nine months of teaching experience.

XIV. The Elementary School—5 hours. Special methods for grade teachers. An attempt is made to make the work of immediate practical value to the prospective teacher through the discussion of concrete school problems. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors and to Freshmen who have had nine months of teaching experience.

XV. Educational Tests and Measurements—5 hours. Adapted to teachers and supervisors of grade work. An introduction to the literature in the field of educational measurements. A study of some of the leading tests in each of the elementary school subjects, together with methods of giving, scoring, tabulating and graphing results. Special attention given to diagnosing difficulties and to the use of proper remedial measures. Not credit on Primary and Kindergarten curriculums. Prerequisite, Psychology I. Open to collegiate students in any year of residence.

XVI. Mental Tests A—2 hours. An introduction to the literature in field of mental testing. A study of the leading group tests needed in the grades and high school. Methods of giving, scoring, tabulating and interpreting results. An intensive study of Stanford's revision of

the Binet-Simon tests. Not credit on Primary and Kindergarten curriculums. Prerequisite, Psychology I. Open to collegiate students in any year of residence.

XVII. Mental Tests B—3 hours. The importance of a testing program in the primary grades and an introduction to the literature in this field. A study of the chief group tests that are suited to primary grades. Methods of giving, scoring, tabulating, and interpreting results. An intensive study of the Stanford revision of the Binet-Simon test and the Herring revision. Credit only on the Primary and Kindergarten curriculums. Prerequisite, Psychology I. Open to collegiate students in any year of residence.

XVIII. The Junior High School.—3 hours. The course shows practice in Junior High Schools, explains aims and methods used, shows provisions made for enlarged curriculum, individual differences, interests, and aptitudes of adolescence. It considers also the special training needed by teachers, the effect on attendance and the social relations of pupils. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

XIX. (Primary Methods) Principles in Fundamentals—5 hours. Principles and aims underlying the teaching of primary reading and mathematics. Phonics will receive special consideration in connection with reading. Various methods will be studied that greater efficiency may result in the teaching of these subjects. Credit only on Primary and Kindergarten curriculums and for those who major in Normal Training High School Critic work. Open to Freshmen and Sophomores.

XX. (Primary Methods) Language and Literature—5 hours. Principles and methods involved in the teaching of language, writing, and spelling in the primary grades and the relation of these to other subjects in the curriculum. Special work in the selection and presentation of stories and poetry suitable for primary grades. Credit only on Primary curriculum and for those who major in Normal Training High School Critic work. Open to Freshmen and Sophomores.

Section B — History of Education.

XXI. History of Education—5 hours. Educational ideals, ancient and modern, education as related to civilization, educational classics, special educational conditions, national educational systems, current educational problems in the light of experiences of the past. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

XXII. American Education—5 hours. The origin and growth of education in the United States, starting with the European background. The development of our various schools and their adaptation to American ideals. Present day problems will be considered. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

XXIII. History of Primary Education—3 hours. The growth of primary education for the past three hundred years. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

XXIV. Primary Educational Classics—2 hours. The works of Comenius, Rousseau, Pestalozzi, Herbart, Froebel, and later writers. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

XXV. Comparative School Systems—5 hours. Comparative study of the aims, administration, organization, and control of education in

the different countries with particular attention to America, England, France, Germany, China and Japan. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

XXVI. History of the Education of Women—2 hours. The growing recognition of women in almost all lines of work seems to demand some special recognition in the history of educational development. Lectures, topics, reports. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

XXVII. History of Vocational Education—3 hours. A brief study of the movements toward vocational training in public education. Required on Home Economics curriculums. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

XXVIII. Vocational School Administration—2 hours. Required on Home Economics curriculums. Suitable for all students interested in vocational work. Prerequisite, Psychology I. Open to Sophomores, Juniors and Seniors.

Section C—Philosophy, Administration, Etc.

XXIX. Philosophy of Education—5 hours. The fundamental ideas in education and its related natural, mental, and social science, Biology, Physiology, Psychology, and History are searched to determine the underlying principles which dominate human life. The course deals with religion, law, social organization, and all human instrumentalities that make for civilization. Prerequisite, Psychology I. Open to Juniors and Seniors.

XXX. School Administration and Supervision—5 hours. The community and the school. The school board, superintendent, principals and supervisors. Promotions, records, reports, course of study, buildings, equipment, and sanitation. Legislation from the viewpoint of the administrator and supervisor. Prerequisite, Psychology I. Open to Juniors and Seniors.

XXXI. The High School.—5 hours. The course of study, classroom work, individual differences, social possibilities, the psychological basis of various high school subjects, objective measurements of attainment, etc. Prerequisite, Psychology I. Open to Juniors and Seniors.

XXXII. Educational Classics—5 hours. Selections from educational literature. The growth of doctrines and principles. The rise of ideals with their relation to other forms of social activity. The conditions under which various classics were written. Prerequisite, Psychology I. Open to Juniors and Seniors.

XXXIII. Problems of Superintendents and Principals—2 hours. Practical problems, individual experiences, investigations, reports, discussions. Prerequisite, Psychology I. Open to Juniors and Seniors.

XXXIV. Logic—3 hours. The fundamentals of Logic, conception, judgment, reasoning, forms and laws of syllogisms, fallacies, and hypotheses. Practical application to teaching. Prerequisite, Psychology I. Open to Juniors and Seniors.

XXXV. Ethics—2 hours. The theories of conduct, the basis of rights and duties, and those fundamental facts concerning the moral nature of a man which enable him to become a knowing guide in his work as a teacher. Prerequisite, Psychology I. Open to Juniors and Seniors.

XXXVI. Educational Sociology—2 hours. The function of the school in the solution of social problems. Education in relation to social well-being. The different school subjects will be considered from the standpoint of their contribution to social well-being. Prerequisite, Psychology I. Open to Juniors and Seniors.

XXXVII. The Primary Curriculum—5 hours. The organization, program and equipment of the primary school. A survey of the various subjects of the primary curriculum with reference to their organization. Credit only for those who major in Primary or Kindergarten Education. Open to Juniors and Seniors.

XXXVIII. Literature for Primary Children—3 hours. A more extensive study of the various types and sources of Children's Literature. The technique of the story teller will be considered and offered in the telling of many stories. Credit only for those who major in Primary and Kindergarten Education. Open to Juniors and Seniors.

XXXIX. Primary Project Methods—3 hours. The value of purposeful activity in stimulating and broadening the child's interest in social and industrial life. Credit only for those who major in Primary or Kindergarten Education. Open to Juniors and Seniors.

Notes

1. A major in Education requires 30 hours of credit from sections A, B and C.

2. For a major in Normal Training High School Critic work the student must take Special Methods in the Common Branches, Normal Training Supervision, 5 hours of Primary Methods, 15 hours in Education, and 5 hours elective from Education or Rural Education.

ENGLISH

Degree and Diploma Courses

1. The English Major.

A. Constructive

I. English I—All Freshmen are required to complete one of the three courses, (a), (b), (c), listed below, during the Freshman year, if possible. Completion of one of these courses is a prerequisite for all other courses in the department of English. After a student has completed one of these three courses, the other two are not elective for credit toward graduation.

(a) Sentence and Paragraph—5 hours. In this course a thorough study of the elements and structure of English sentences will be made, with a good deal of sentential analysis and much writing of sentences according to specific directions. This will be followed by extensive and intensive study of paragraphs with very frequent writing of single paragraphs and occasional writing of themes with especial attention to the essentials of good sentences and of good paragraph structure.

(b) Narration and Description—5 hours. This course will deal with the essentials of writing autobiography, biography, history, tales, anecdotes, dialogue as a part of narrative, letters of friendship, and possibly a short story with a simple plot. The writing of description, both for its own sake and as related to narration, will receive special attention. The necessary elements of good description

will be studied and much practice in writing description will be required.

(c) **Expository Writing**—5 hours. A number of models of expository writing of a practical character will be studied, and original compositions on similar subjects will be required. Special attention will be paid to the essentials of correct definition and classification, to methods of explaining general terms and conditions, and to devices for making clear rather large and abstract ideas.

II. Story Writing—5 hours. The technique of the short story as a particular type is studied thoroly, and students are required to work out assignments in accordance with the principles learned. Individual tastes and aptitudes of students are given careful consideration in the assignments made and in the criticism of work submitted. Open to Sophomores, Juniors and Seniors.

III. Advanced Exposition—5 hours. Representative specimens of advanced exposition are studied. The application of principles and methods is required in original work, especial attention being given to the development of a pleasing style. Open to Sophomores, Juniors and Seniors.

B. Language and Literature

IV. Elements of Literature—5 hours. This course is intended to develop the power of evaluating and appreciating literature. It will consist of explanation and illustration of the distinguishing characteristics of the chief kinds of literature, such as ballads, tales, epic poetry, romance, novel, tragedy, comedy, masque, lyric, satire, oration, essay. This course is recommended for those who take only one term of English literature. Open to collegiate students in any year of residence.

V. Anglo-Saxon—3 hours. The pronunciation and grammar of Anglo-Saxon and the reading of selections of easy Anglo-Saxon prose and poetry. Open to Sophomores, Juniors and Seniors.

VI. History of the English Language—2 hours. A survey of the forms and development of English from its beginning to the present. Open to Sophomores, Juniors and Seniors.

VII. Middle English—5 hours. After a preliminary study of the pronunciation and grammatical peculiarities of English after the Norman Conquest, selections from the works of important authors who lived between 1150 and 1400 A. D. will be read with chief reference to their content and style. The writings of Chaucer and his contemporaries will receive special attention. Open to Sophomores, Juniors and Seniors.

VIII. The History of the English Drama I—5 hours. The development of the medieval drama from the beginnings of the liturgical drama in the church services during the Easter Festival to the beginnings of the Elizabethan drama. Open to Sophomores, Juniors and Seniors.

IX. The History of the English Drama II—5 hours. A continuation of the preceding, tracing historical influences to the closing of the theatres. Open to Sophomores, Juniors and Seniors.

X. Shakespeare's Comedies—3 hours. After a brief introductory presentation of the distinguishing features of comedy, this course will be devoted to the study of ten of Shakespeare's comedies, beginning

with his earliest work and concluding with the so-called "romances," or Comedies of Reconciliation, which were written at the close of his career. Some attention will be paid to Shakespeare's non-dramatic poems and to his sonnets. Open to Sophomores, Juniors and Seniors.

XI. Shakespeare's Tragedies—3 hours. In this course a thoro study of six or more of Shakespeare's great tragedies will be taken up with special attention to the ethical import of these plays and to the marvelous artistry of Shakespeare's style. Open to Sophomores, Juniors and Seniors.

XII. Shakespeare's History Plays—2 hours. These plays will be studied in the order of their relation to English history, beginning with King John and concluding with Henry the Eighth. The chief object of the study will be Shakespeare's dramatic skill and his insight into the motives that determine human conduct. Open to Sophomores, Juniors and Seniors.

XIII. Milton—3 hours. A study of Milton's poetry and a few of his best prose writings with a view to appreciation of the richness of their content and the excellence of Milton's art. Open to Sophomores, Juniors and Seniors.

XIV. The Age of Classicism—5 hours. This period is sometimes called the "pseudo-classical" age because it catches the form rather than the spirit of the ancient classics to which it constantly refers as authority. It is the great age of prose, of criticism, burlesque, and satire, and covers the period from the Restoration to the death of Swift, approximately the years from 1660-1745. Open to Sophomores, Juniors and Seniors.

XV. The English Romantic Movement—5 hours. The period is that of the great revolutionary movements in the latter part of the eighteenth century and the years immediately following. The poets of the period receive special consideration. Open to Sophomores, Juniors and Seniors.

XVI. The Development of the English Novel—5 hours. The course traces in outline the varied content and technique of narrative fiction from the late medieval prose romancers to the beginning of the twentieth century. Representative novels will be read. Open to Sophomores, Juniors and Seniors.

XVII. Victorian Prose—2 or 3 hours. Attention will be given to eight or ten important English prose writers of the Victorian era. Representative works of these authors will be read. Open to Sophomores, Juniors and Seniors.

XVIII. Victorian Poetry—3 hours. The chief British poets of the Victorian era will be studied with the object of preparing students to teach intelligently selections from these authors that may be used in schools. Open to Sophomores, Juniors and Seniors.

XIX. Tennyson—3 hours. The aim of this course is to show the strength and beauty of Tennyson and his place among the great poets. Open to Sophomores, Juniors and Seniors.

XX. Recent English Literature—3 hours. A study of authors who have achieved distinction in England since 1875. Open to Sophomores, Juniors and Seniors.

XXI. History of English Literature—5 hours. An advanced study of the political, social, religious, and philosophical background of the various phases of the history of English literature, together with extensive consideration of the works of English authors from Bede to the nineteenth century. Open only to Seniors.

XXII. Literary Criticism—5 hours. A study of the main principles of literary criticism is made the basis of this course and specimens of literature are studied as illustrations of these principles. Open to Sophomores, Juniors and Seniors.

XXIII. American Prose Writers—2 hours. Preliminary lectures and library work on a few early authors will be followed by a somewhat extensive study of the work of eight or ten important prose writers of the so-called National period. Open to Freshmen and Sophomores.

XXIV. Chief American Poets—3 hours. Lectures, readings, and reports. About ten important American poets will be given careful consideration. The chief aim is to lay a broad foundation of knowledge as a basis for teaching selections from these authors in public schools. Open to Freshmen and Sophomores.

XXV. Recent American Prose Writers—3 hours. This course will take up consideration of writers who have been prominent since the so-called National period. Open to Sophomores, Juniors and Seniors.

XXVI. Recent American Poets—2 hours. This course is similar in scope to course XXV. Attention will be given to the "New Poetry" or so-called "Free Verse" as well as to other recent poetry. Open to Sophomores, Juniors and Seniors.

XXVII. American Drama—2 hours. A study of European influences on American drama and of representative American dramatists. Open to Sophomores, Juniors and Seniors.

XXVIII. Modern European Drama—3 hours. A study of modern tendencies in drama and of translated plays of noted European dramatists. Open to Sophomores, Juniors and Seniors.

XXIX. National Epics—5 hours. The purpose of this course is to study in English translations, as comparative literature, the epics and epic material of the great literatures of the world. Greek, Hebrew and Spanish epic material, The Song of Roland, the Niebelungenlied, and The Beowulf will form the basis of the course. Open to Sophomores, Juniors and Seniors.

XXX. The Technique of Poetry—3 hours. This is an advanced study of English poetry with the object of developing an increased appreciation of poetical composition through an analysis of content and form. Open to Juniors and Seniors.

XXXI. The Teaching of English—5 hours. In this course the rise of the study of English to its present position in the curriculums of secondary schools and colleges is traced historically. Psychological, pedagogical, and administrative problems in the teaching of English are considered. Those who major in English may substitute this course for 5 hours of required work from Section C in Education. Open to Sophomores, Juniors and Seniors.

XXXII. Methods in Language—2 hours. Various problems relating to the teaching of oral and written expression in intermediate and upper grades. Methods of teaching and testing. Course of study, oral composition, letter writing, dramatization, etc., assignment and correction of written work. Open to Sophomores, Juniors and Seniors.

2. The Public Speaking Major.

A. Constructive

XXXIII. Public Speaking I—5 hours. A study of the various forms of public address; platform deportment, voice building, and the

elimination of vocal defects supplementary reading and reports from various writers on the subject. Open to collegiate students in any year of residence.

XXXIV. Public Speaking II—3 hours. A continuation of Public Speaking I. The work consists of longer and more formal original oral addresses; original speeches for special occasions; the rendering of some of the best modern orations. Prerequisite, Public Speaking I. Open to Sophomores, Juniors and Seniors.

XXXV. Argumentation I—2 hours. A study of the principles of argumentation together with their application to spoken and written debate; brief drawing; the preparation of oral and written arguments. Open to Sophomores, Juniors and Seniors.

XXXVI. Argumentation II—3 hours. A study of the practical problems involved in debating; an application of the principles of argumentation; an intensive study of an important debatable question with a maximum of forensic practice. Required of students who participate in inter-collegiate debate. Open to Sophomores, Juniors and Seniors.

Note—This course may be repeated for three hours credit by students who participate a second time in inter-collegiate debate.

XXXVII. The Oration—3 hours. Studied from the viewpoint of the material of speech and consists largely of written work. It deals with the principles of style that make oral discourse effective, and aims to apply these principles. Open to Sophomores, Juniors and Seniors.

B. Interpretative

XXXVIII. Oral Interpretation I—5 hours. The work is planned to develop the student individually, to help him gain a greater appreciation of literature and to interpret it vocally. Open to Freshmen and Sophomores.

XXXIX. Oral Interpretation II—5 hours. Masterpieces from the world's greatest authors are used, thereby giving the student power to interpret different literary forms. Special attention is given to the correction of defects of voice and to the development of a pleasing voice. Prerequisite, Oral Interpretation I. Open to Freshmen and Sophomores.

XL. Play Production I—5 hours. First six weeks; special drill for freedom, flexibility and responsiveness of voice. Analytical study of oral literary forms. Last six weeks; simple stage mechanics. Public performances of one act plays. Performances will be staged and acted by students. Open to Sophomores, Juniors and Seniors.

XLI. Play Production II—5 hours. Lectures on stage settings, lighting, and principles of stage directing; the study and production of one Shakespearean play and one modern tragedy. This work provides students with practical knowledge of stage management in amateur theatricals. Open to Sophomores, Juniors and Seniors.

XLII. Professional Interpretation—5 hours. This course aims to prepare each member of the class to undertake readily and effectively any work in oral expression that he may be called upon to do, whether in school work or in public performance. Open to Sophomores, Juniors and Seniors.

XLIII. Pedagogy of Interpretation—5 hours. Principles underlying the teaching of interpretation, criteria of criticism, discussion of methods, organization of courses, lesson plans and problems of teaching. Open to Sophomores, Juniors and Seniors.

XLIV. Methods in Reading—2 hours. The principles underlying the successful teaching of reading and literature. Standards of criticism, relative values of silent and oral reading, dramatic presentation of literature, etc. Methods in teaching reading and literature in intermediate and upper grades. Open to Sophomores, Juniors and Seniors.

3. Rhetorical Class Work.

Rhetorical Class Work (One period per week) — Required of all collegiate students during the first three terms of attendance in fall, winter, or spring. Those who become active members of an incorporated literary society are released from the third term's work. The first term's work is prerequisite for the second or third term. Students may be released from this requirement by passing a satisfactory examination within the first ten days of attendance during a fall, winter or spring term.

FRENCH

(See courses in Romance Languages)

GERMAN

Degree and Diploma Courses

I. *Elementary German I—5 hours. The fundamentals of German Grammar. Correct pronunciation and good expression are emphasized. Open to collegiate students in any year of residence.

II. *Elementary German II—5 hours. *A continuation of Course I with easy reading. Open to collegiate students in any year of residence.

III. *Elementary German III—5 hours. The reading of simple short stories selected from Storm, Heyse, Gerstaecker, Hillern, and others. Conversation with all courses so far as practicable. Open to collegiate students in any year of residence.

IV. Elementary German IV—3 hours. The reading of lighter German plays and comedies of modern authors mostly. Open to Freshmen and Sophomores.

V. Intermediate German I—5 hours. Schiller's drama with composition and conversation. Prerequisite, two years of high school German or equivalent preparation. Open to Freshmen and Sophomores.

VI. Intermediate German II—5 hours. German Lyrics and Ballads. Rapid reading of prose selections. Composition and conversation continued. Open to Freshmen and Sophomores.

VII. Intermediate German III—5 hours. Reading some of the more difficult plays and selections of modern authors. Open to Freshmen and Sophomores.

VIII. Advanced German I—3 hours. Prose composition and conversation. This course aims to crystalize and put into practice what has been learned of grammar, idioms, and vocabulary. Open to Sophomores, Juniors and Seniors.

IX. Advanced German II—3 hours. A study of the German of the period of Lessing, Goethe, Schiller. Open to Sophomores, Juniors and Seniors.

*The year's work must be completed, if any of the credit is used in meeting the requirements for graduation.

X. Advanced German III—3 hours. Difficult German prose—history, essays, etc. Open to Sophomores, Juniors and Seniors.

XI. German Classics I—2 hours. Goethe. Open to Sophomores, Juniors and Seniors.

XII. German Classics II—2 hours. Schiller's poems. Open to Sophomores, Juniors and Seniors.

XIII. German Classics III—2 hours. Geschichte der deutschen Literatur. Open to Sophomores, Juniors and Seniors.

GOVERNMENT

(See courses in Social Science)

HISTORY

(See courses in Social Science)

HOME ECONOMICS

Degree and Diploma Courses

I. Clothing I—4 hours. The principles of garment construction, the selection of materials used, design, method of construction and problems involved in the construction of clothing. Open to collegiate students in any year of residence.

II. Clothing II—4 hours. Garment construction continued. The elements of clothing design. Prerequisite, Clothing I or equivalent preparation. Open to Freshmen and Sophomores.

III. Clothing A—4 hours. This course will cover the essentials of Clothing I and II. Prerequisite, adequate high school work in sewing or equivalent preparation. Students who are admitted to this course may not have credit for Clothing I and II. Open to Freshmen and Sophomores.

IV. Costume Design—3 hours. The principles of the application of design and color to dress. The selection of appropriate clothing. Prerequisite, Applied Design and Clothing I and II. Open to Sophomores, Juniors and Seniors.

V. Textiles—2 hours. A study of textile fibers and the problems involved in the buying of clothing and household textiles. Prerequisite, General Inorganic Chemistry. Open to Sophomores, Juniors and Seniors.

VI. Dressmaking—3 hours. Attention given to the selection of materials, design and construction. Prerequisite, Costume Design. Open to Sophomores, Juniors and Seniors.

VII. Advanced Dressmaking—2 hours. Simple processes in millinery. Prerequisite, Clothing I and II or equivalent preparation. Textiles and Costume Design must precede or accompany this course. Open to Sophomores, Juniors and Seniors.

VIII. Food Preparation I—5 hours. An introduction to the study of foods. Food production and manufacture. Experimental work and general principles of cooking. Prerequisite, General Inorganic Chemistry. Open to collegiate students in any year of residence.

IX. Food Preparation II—5 hours. A continuation of Food Preparation I and including meal service. Prerequisite, General Inorganic

Chemistry and Food Preparation I. Open to Freshmen and Sophomores.

X. Food Preparation A—5 hours. This course will cover the essentials of Food Preparation I and II. Prerequisite, adequate high school work in Cooking or equivalent preparation. Students who are admitted to this course may not have credit in Food Preparation I and II. Open to Freshmen and Sophomores.

XI. Food Marketing—2 hours. The production, transportation and distribution of food supplies and the problems of sanitation, quality, nutritive value and cost involved. Open to Sophomores, Juniors and Seniors.

XII. Meal Planning—3 hours. The planning, preparation and serving of meals. Cost, nutritive value and time and labor involved are considered. Prerequisite, Food Preparation I and II. Open to Sophomores, Juniors and Seniors.

XIII. Food and Dietetics—3 hours. The principles of nutrition. The selection of food for normal individuals. Prerequisite, Food Preparation I and II and Meal Planning. Open to Sophomores, Juniors and Seniors.

XIV. Advanced Dietetics—3 hours. Problems in abnormal nutrition with attention to dietetic treatment in disease. Prerequisite, Food and Dietetics. Open to Sophomores, Juniors and Seniors.

XV. Experimental Cooking—3 hours. Special problems in food preparation to determine the effect of varying the proportion of ingredients, methods of combining, temperature of cooking, etc. Prerequisite, Food Preparation I and II. Open to Sophomores, Juniors and Seniors.

XVI. The School Lunch—3 hours. Special problems pertaining to one hot dish lunch in consolidated and rural schools, etc. Prerequisite, Food Preparation I and II. Open to Sophomores, Juniors and Seniors.

XVII. House Planning—2 hours. The history of domestic architecture, design, construction and choice of dwelling. The drawing of floor plans. Prerequisite, Drawing and Design. Open to Sophomores, Juniors and Seniors.

XVIII. House Furnishing and Decoration—2 hours. The interior of the house. Principles of decoration. A study of furnishings with a view to establishing standards by which to choose. Prerequisite, Applied Design and House Planning. Open to Sophomores, Juniors and Seniors.

XIX. Home and Community Hygiene—3 hours. Public health problems, home sanitation, and technique and care of house. Open to Sophomores, Juniors and Seniors.

XX. Home Nursing—2 hours. Care of sick under home conditions, first aid and emergency work. Prerequisite, Bacteriology. Open to Sophomores, Juniors and Seniors.

XXI. Home Management—5 hours. The economics of the household, standards of living, budget studies, and relation to the community. While pursuing this course, Senior students live in the practice house to work out problems of household management. Experience is gained in buying, household accounting, planning, and serving meals. Prerequisite, Food Preparation I and II, Food Marketing, and Meal Planning. Open to Seniors.

XXII. Child Care—2 hours. Study of child care by nation, state and home. Discussion of problems involved in the care of infants and older children, such as food, clothing, and recreation. Open to Sophomores, Juniors and Seniors.

XXIII. Methods in Home Economics—3 hours. A survey of the organization of home economics in the different parts of the school system. Planning of courses, demonstrations, problems of management and equipment. Open to Juniors and Seniors.

ITALIAN

(See courses in Romance Languages)

KINDERGARTEN

(See courses in Department of Teaching).

LATIN AND GREEK

Degree and Diploma Courses

***Elementary Latin I, II, III**—15 hours. Course I is open to students who present no Latin for entrance. Course II to students who present for entrance one year of high school Latin or equivalent. In subject-matter and in method the year's work is planned for college students and is of fundamental value for all college work. Special attention is given to the Latin element in English. Open to Freshmen and Sophomores.

Elementary Latin IV, V (Cicero's Orations I, II)—10 hours. Open to Freshmen and Sophomores.

Elementary Latin VI, VII (Vergil's Aeneid I, II)—10 hours. Open to Freshmen and Sophomores.

Note—The Elementary Latin courses are not counted as parts of a Latin major.

I. Livy and Latin Composition—5 hours. Open to students who have had four years of high school Latin or other preparation approved by the head of the department. Courses I, II, III are of a general character adapted to the needs of all college students. Open to collegiate students in any year of residence.

II. Epodes and Odes of Horace—5 hours. Open to collegiate students in any year of residence.

III. Pliny's Letters—5 hours. Open to collegiate students in any years of residence.

IV. Latin in English—3 hours. A study of the Latin element in English. Prerequisite, Latin I, II, III, or equivalent. Open to Sophomores, Juniors and Seniors.

V. Latin Composition II—2 hours. Prerequisite, Latin I, II, III. Open to Sophomores, Juniors and Seniors.

VI. Tibullus—2 hours. Open to Sophomores, Juniors and Seniors.

VII. Tacitus—2 hours. Open to Sophomores, Juniors and Seniors.

VIII. Advanced Latin Composition—3 hours. Open to Sophomores, Juniors and Seniors.

*The year's work must be completed, if any of the credit is used in meeting the requirements for graduation.

IX. Plautus (3 hours), **Terence** (3 hours), **Catullus** (3 hours), **Cicero's Letters** (3 hours), **Satires of Horace** (3 hours), **Epistles of Horace** (3 hours), **Propertius** (3 hours), **Tacitus** (3 hours), **Juvenal** (3 hours), — 3 to 27 hours. Open to Sophomores, Juniors and Seniors.

X. Historical Latin Grammar I, II, III—6 hours. These courses must be preceded or accompanied by Greek I, II, III. Open to Sophomores, Juniors and Seniors.

XI. The Teaching of Latin—5 hours. Prerequisite, Latin I, II, III. If Latin is the student's major, this course may be substituted for 5 hours of required work from Section C in Education. Open to Sophomores, Juniors and Seniors.

***XII. Greek I, II, III**—15 hours. These courses are required of all students who take Historical Latin Grammar. The work is also planned for students of English and of Science. Open to Sophomores, Juniors and Seniors.

XIII. Greek IV, V, VI—Homer, Greek Drama, Greek Prose Writers—3 to 15 hours. Open to Sophomores, Juniors and Seniors.

The courses for the summer term are chosen from the above courses and also from the following courses for Freshmen and Sophomores:

Cicero's *De Senectute* and Latin Composition—5 hours.

Cicero's *De Amicitia* and Latin Composition—5 hours.

Sallust's *Catiline*—3 hours.

Vergil's *Bucolics*—2 hours.

Vergil's *Georgics*—3 hours.

Latin Composition I—2 hours.

Ovid—5 hours.

MATHEMATICS AND COMMERCE

Degree and Diploma Courses

1. The Mathematics Major.

I. Solid Geometry—3 hours. Open to Freshmen and Sophomores.

II. College Algebra I—5 hours. Open to collegiate students in any year of residence.

III. Trigonometry I—5 hours. Prerequisite, College Algebra I. Open to collegiate students in any year of residence.

IV. Theory of Equations—5 hours. Prerequisite, College Algebra I or an equivalent. Open to Sophomores, Juniors and Seniors.

V. Trigonometry II—2 hours. Spherical trigonometry with applications involving both plane and spherical. Open to Sophomores, Juniors and Seniors.

VI. Surveying—3 hours. General principles and operations; adjustment and use of instruments; keeping notes; field practice in measurement, calculation of areas, and leveling. Double periods Monday and Wednesday. Prerequisite, Trigonometry I. Open to Sophomores, Juniors and Seniors.

VII. Theoretical Mechanics—3 hours. A problem course in practical mechanics not involving calculus. Prerequisite, Trigonometry I. Open to Sophomores, Juniors and Seniors.

*The year's work must be completed, if any of the credit is used in meeting the requirements for graduation.

VIII. Teaching of Elementary Mathematics—5 hours. Essential features of course in arithmetic. Principles and methods of teaching arithmetic and the allied mathematics of the elementary schools. Credit toward graduation for students on diploma curriculums and for those on a degree curriculum who major or minor in Mathematics. Open to Freshmen and Sophomores.

IX. Teaching of Secondary Mathematics.—3 hours. An outline course with references to recent reports of national and international surveys. Subject matter used as needed. Prerequisite, two courses in college mathematics. Should be elected by all students taking a major in Mathematics, unless excused by the Head of the Department. Those who major in Mathematics may substitute this course for 3 hours of required work from Section C in Education. Open to Sophomores, Juniors and Seniors.

X. History of Mathematics—2 hours. An outline study of the historical development of secondary mathematics. Prerequisite, two courses in college mathematics. Open to Sophomores, Juniors and Seniors.

XI. Analytical Geometry—5 hours. Prerequisite, College Algebra I and Trigonometry I. Open to collegiate students in any year of residence.

XII. Calculus I—5 hours. A general course in differential and integral calculus with applications. Prerequisite, Analytical Geometry. Open to Sophomores, Juniors and Seniors.

XIII. Calculus II—3 hours. A continuation of Calculus I. Open to Sophomores, Juniors and Seniors.

XIV. Theory of Number—2 hours. Positive integers and operations with integers defined. Negative, rational and irrational, and complex numbers, and other operations defined. Historical study of number development. Open to Sophomores, Juniors and Seniors.

XV. Modern Geometry—3 hours. A selection from theorems and methods developed in modern times in the study of geometry. Open to Sophomores, Juniors and Seniors.

XVI. Differential Equations—3 hours. Commoner ordinary differential equations of first order, and simplest cases of linear equations with constant coefficients. Special emphasis upon forms occurring in mechanics and physics. Open to Sophomores, Juniors and Seniors.

XVII. Mathematics of Finance—3 hours. The relation of interest to the creation of sinking funds, to the treatment of depreciation, to the valuation of bonds, to the accumulation of funds in building and loan associations and to the elements of life insurance. Open to Sophomores, Juniors and Seniors.

XVIII. Theory of Measurement—3 hours. Statistical methods. Probability. Frequency distributions. Averages. Probable error. Least squares, correlation. Open to Sophomores, Juniors and Seniors.

XIX. Astronomy II—3 hours. Certain mathematical phases of Astronomy. Determination of time, orbits, mass, density, and superficial gravity of planets, satellites, and stars. The law of gravitation; Kepler's Laws; prediction of eclipses; velocity of escape of gases. Determination of distance. Size, and probable distribution of stars in the known universe. Some attention will be given to the reduction of sidereal time to solar time. Prerequisite, Trigonometry I and Astronomy I. Open to Sophomores, Juniors and Seniors.

2. The Commerce Major.

XX. Accounting I—5 hours. The theory and practice of wholesale accounting. Prerequisite, Elementary Bookkeeping. Open to collegiate students in any year of residence.

XXI. Accounting II—5 hours. Accounting principles as applied to cost accounting. Open to collegiate students in any year of residence.

XXII. Commercial Law—5 hours. The law governing business relations and dealings. Open to collegiate students in any year of residence.

XXIII. Advertising—2 hours. The theory, practice, and technique of advertising; its functions in industrial society. Assignments given in the formulation of plans for a business campaign and the preparation of copy. Open to collegiate students in any year of residence.

XXIV. Commercial Correspondence—3 hours. Principles of good English composition and of good business usage; business letters of all kinds; social letters; diplomatic English; settlement of claims. Open to collegiate students in any year of residence.

XXV. Marketing—3 hours. General structure of markets. Ways and means of marketing raw material, manufactured and agricultural products. Shipping and selling agencies. The wholesaler. The retailer. Cooperative marketing. Price policies and maintenance. Open to Sophomores, Juniors and Seniors.

XXVI. Salesmanship—3 hours. Wholesale, retail and specialty salesmanship. Prospects; interviews; pre-approach. Development of quick constructive thinking. Sales manager, credit rating; credits and collections. Open to Sophomores, Juniors and Seniors.

XXVII. Business Organization—5 hours. Study of the underlying principles of organization and management and their application in various types of business undertakings. Relation to distribution of labor. Open to Sophomores, Juniors and Seniors.

XXVIII. Teaching of Commercial Subjects—5 hours. A course in the teaching of commercial subjects in high schools. Methods in shorthand, typewriting, office practice, accounting, advertising, etc. Those who major in Commerce may substitute this course for five hours of required work from Section C in Education. Previous training in shorthand, type-writing and bookkeeping required. Open to Sophomores, Juniors and Seniors.

XXIX. History of Commerce—2 hours. Origin and development of domestic and foreign commerce in the United States. Open to Sophomores, Juniors and Seniors.

XXX. Machine Accounting—1 hour. Use of accounting machine in bank and mercantile accounting. Special drill in the use of machine in the four fundamental operations of arithmetic. Two hours class or laboratory work each week. Prerequisite, Elementary Bookkeeping. Open to Freshmen and Sophomores.

XXXI. Shorthand I—5 hours. A study of the principles of the Gregg system. First term Typewriting should be taken with this course. Credit only on the Commercial curriculum and for those who major in Commerce. Open to Freshmen and Sophomores.

XXXII. Shorthand II—5 hours. A continuation of Shorthand I with plate reading and dictation. Second term Typewriting should be

taken with this course. Credit only on the commercial curriculum and for those who major in Commerce. Open to Freshmen and Sophomores.

XXXIII. Shorthand III—5 hours. Dictation, reporting, transcription of letters and lectures. Third term Typewriting should be taken with this course. Credit only on Commercial curriculum and for those who major in Commerce. Open to Freshmen and Sophomores.

XXXIV. Shorthand A—5 hours. The essentials of Shorthand I and II. For collegiate students who have had at least one year of Shorthand, or equivalent preparation. Students who are admitted to this course may not have credit for Shorthand I and II. Open to Freshmen and Sophomores.

MUSIC

Degree and Diploma Courses

1. General Introductory Courses.

I. First Music—2 hours. Credit required on Primary and Kindergarten curriculums. Five hours per week of intensive classroom work and at least one hour per week of outside preparation. Not credit on the Public School Music curriculum. Open to Freshmen and Sophomores.

II. Primary and Kindergarten Music—3 hours. A continuation of course I above. Required on Primary and Kindergarten curriculums. Five hours per week of intensive classroom work and at least four hours per week of outside preparation. Not credit on the Public School Music curriculum. Open to Freshmen and Sophomores.

III. Music for Upper Grades—3 hours. Five hours per week of intensive classroom work and at least four hours per week of outside preparation. Not credit on the Public School Music curriculum. Open to Freshmen and Sophomores.

2. The Public School Music Major.

IV. Music I—3 hours. Development of musical experience through song singing as preparation for sight singing. Ear training. Notation. Sight singing. Open to Freshmen and Sophomores.

V. Music II—3 hours. Music I continued. Sight singing emphasized. Ear training. Notation. Dictation. Tests and measurements in music demonstrated. Community singing. Open to Freshmen and Sophomores.

VI. Sight Singing—5 hours. Based on material for the eight grades in the various music systems used in the schools. Open to Freshmen and Sophomores.

VII. Theory of Music—3 hours. Music Terminology. Scales, Intervals, Chords, etc., as preparation for the study of harmony. Overtones. Explanation of transposed instruments. Various musical forms. Open to Freshmen and Sophomores.

VIII. Ear Training—3 hours. Training of the ear in rhythm, melody, harmony. Phrases and themes of masterpieces used. Open to Freshmen and Sophomores.

IX. Music Methods I—2 hours. Methods for primary grades. Open to Freshmen and Sophomores.

X. Music Methods II—3 hours. Methods for upper grades. Open to Freshmen and Sophomores.

XI. Conducting—2 hours. Practice in conducting men's glee clubs, ladies' glee clubs, choruses, assembly singing, and community singing. A study of the problems involved in conducting. Open to Freshmen and Sophomores.

XII. Harmony I—3 hours. Four part writing in major keys. Choice of chords; construction of various kinds of phrases, cadences, etc. Open to collegiate students in any year of residence.

XIII. Harmony II—3 hours. Continuation of Harmony I using triads in all inversions. Use of sept-chord on all degrees of the scale. Piano work in resolution of dominant seventh chords. Open to collegiate students in any year of residence.

XIV. Harmony III—3 hours. Writing in minor as well as major keys. Simple modulations. Piano work in minor keys. Open to Freshmen and Sophomores.

XV. Harmony IV—3 hours. Nonharmonic tones; free melody writing. Original work. Open to Sophomores, Juniors and Seniors.

XVI. Musical Analysis—2 hours. This is a practical study of the work of the masters of musical composition in an effort to understand their use of harmonic material, and to analyze the form into which this material has been classed. Prerequisite, Harmony I, II, III, IV. Open to Sophomores, Juniors and Seniors.

XVII. History of Music I—2 hours. Survey of music among primitive peoples, early church music, Troubadours and Minnesingers, and the invention of opera. The musicians from Bach to Weber. Open to collegiate students in any year of residence.

XVIII. History of Music II—3 hours. The development of romanticism and program music. Musicians from Mendelssohn to Richard Strauss. Open to collegiate students in any year of residence.

XIX. History of Music III—2 hours. Modern music in Italy, France, Russia, Scandinavia, England and America. A course consisting wholly of library work in its preparation. Open to Sophomores, Juniors and Seniors.

XX. Music Appreciation I—3 hours. Study of musical literature, vocal and instrumental, by means of the phonograph, the piano player, voice and instruments. Open to Sophomores, Juniors and Seniors.

XXI. Music Appreciation II—2 hours. Prerequisite, Music Appreciation I. Open to Sophomores, Juniors and Seniors.

XXII. High School Music—3 hours. High school material studied including cantatas and operettas. Courses of study in music for high schools and junior high schools. Advanced conducting. Prerequisite, Conducting. Open to Sophomores, Juniors and Seniors.

XXIII. Music Supervision—1 hour. The history and scope of school music. The problems involved in supervising music in the schools. Open to Sophomores, Juniors and Seniors.

XXIV. Orchestral Training—Two periods per week for drill credit. This may be taken for two terms in addition to 15 or 16 hours when no other drill is taken. Open only to students on the Public School Music curriculum.

XXV. Orchestral Conducting—1 hour. See Orchestral Music.

3. Applied Music.

XXVI. Piano and Organ—1 to 12 hours. One or two private lessons per week and five hours practice per week for a period of twelve weeks with satisfactory progress will give one hour of credit. Open to collegiate students in any year of residence.

XXVII. Voice—1 to 12 hours. One or two private lessons per week and five hours practice per week for a period of twelve weeks with satisfactory progress will give one hour of credit. Open to collegiate students in any year of residence.

XXVIII. For Violin and other Orchestral Instruments see "Orchestral Music."

Notes

1. Students who major in public school music must have credit for Music I and II, Music Methods I and II, Conducting, Theory of Music, Harmony I and II, History of Music I and II, Music Appreciation I, Voice, 3 hours, Piano, 3 hours, and 6 hours of elective credit in applied music. They may elect additional courses so as to make a maximum of sixty hours in public school music and twenty-four hours in applied music with a combined maximum of seventy-five hours.

2. Students on degree curriculums who do not major in public school music may elect a maximum of twenty hours in public school music and ten hours in applied music with a combined maximum of twenty hours. Those on collegiate diploma curriculums other than public school music may elect a maximum of ten hours in public school music and five hours in applied music with a combined maximum of ten hours.

3. For diplomas in Voice, Piano, or Organ, see Special Music curriculums.

NATURAL SCIENCE

Degree and Diploma Courses

1. The Biological Science Major.

I. General Biology (a)—5 hours. **(b)**—3 hours. The fundamental properties of living things in plant and animal life. One celled plants and animals, their forms and functions. A study of the more complex forms of life with the structure, life-history and physiology of each. Open to collegiate students in any year of residence.

II. General Zoology—5 hours. The morphology and physiology of type-forms in animal life. The relationship of animals to each other and to man. Organic evolution. Prerequisite, Biology. Open to Sophomores, Juniors and Seniors.

III. Physiology I (a)—5 hours. **(b)**—3 hours. Some of the more important elements of physiology are reviewed as a basis for more advanced problems. Correlation of this subject to related subjects. Open to Freshmen and Sophomores.

IV. Hygiene and Sanitation (a)—5 hours. **(b)**—3 hours. Personal hygiene, school hygiene and sanitation and community hygiene are embraced in this course. Open to Sophomores, Juniors and Seniors.

V. General Botany—5 hours. A survey of all phases of Botany. A practical study of plants, their classification and evolution together with economic application of Botany. Open to Freshmen and Sophomores.

VI. Plant Physiology (Botany)—5 hours. Chemical elements necessary for plant life; methods by which plants assimilate these elements; the influence of light, heat, moisture, and gravity on living plants. Prerequisite, a collegiate course in botany. Open to sophomores, Juniors and Seniors.

VII. Plant Taxonomy (Botany)—5 hours. The identification, field recognition, and economic importance of seed plants of our local flora. A systematic study of the principal families of seed plants. Prerequisite, credit for botany in high school or college. Open to Sophomores, Juniors and Seniors.

VIII. Plant Ecology (Botany)—5 hours. A study of the important factors of the environment, their measurement and effect upon plant growth; plant distribution and the application of ecology to crop production. Prerequisite, at least one course in botany of collegiate grade. Open to Sophomores, Juniors and Seniors.

IX. Non-Flowering Plants (Botany)—5 hours. A study of plant groups to illustrate the development of the plant kingdom. Algae, fungi, liverworts, mosses, ferns, and reproductive features of seed plants. Open to Freshmen and Sophomores.

X. Bacteriology—3 hours. A study of micro-organisms, their classification, morphology, and physiology. A consideration of the relation of bacteria, yeasts, and molds to health, sanitation, and the preservation of foods. Open to Sophomores, Juniors and Seniors.

XI. Nature Study—5 hours. The topics are rocks, minerals and soils, insects, birds and trees. Credit only on the Kindergarten, Primary, Junior College curriculums, and for those who major in Normal Training High School Critic work. Open to Freshmen and Sophomores.

XII. Heredity and Evolution—3 hours. Lectures and discussions with assigned readings and illustrative material on the evidences and factors of organic evolution. The laws of heredity and their relation to the improvements of plants, animals, and the human race. Open to Sophomores, Juniors and Seniors.

2. The Earth Science Major.

XIII. Principles of Physiography—5 hours. The origin of land forms, the agencies and processes at work producing them. An interpretation of life as affected by physiography. Interpretation of topographic maps. Field trips into the local region. Open to Freshmen and Sophomores.

XIV. Physiography of the United States—5 hours. A detailed study of the various physiographic regions of the United States will be taken up from the standpoint of their origin, types of rocks and soils present. Open to Freshmen and Sophomores.

XV. Principles of Geology—5 hours. The origin, history and structure of the earth. Great processes and changes at work. Laboratory and field work. Prerequisite, high school Physiography or Principles of Physiography. Open to collegiate students in any year of residence.

XVI. Mineralogy—5 hours. The common minerals, character of crystals, descriptive and determinative mineralogy. Prerequisite, Elementary Physics or Chemistry. Open to Sophomores, Juniors and Seniors.

XVII. Meteorology—5 hours. A study of the air, its composition and physics, moisture, weather forecasting and map making, climate, and instruments used in gathering data. Open to Sophomores, Juniors and Seniors.

XVIII. Astronomy I—5 hours. The fundamental facts and laws of astronomy. The uses of various astronomical instruments. A general knowledge concerning the heavenly bodies. Open to Sophomores, Juniors and Seniors.

XIX. Principles of Geography—5 hours. The fundamentals of mathematical geography, climate, and project study. Primarily for grade teachers and supervisors of geography. Open to collegiate students in any year of residence.

XX. Problems in Regional Geography—5 hours. The course is designed primarily to aid the teacher of geography in the elementary school. Regions are selected which show human adjustment to the different types of physical environment. The study of each region is organized on the basis of a geographical problem. Prerequisite, Principles of Geography or its equivalent. Open to Freshmen and Sophomores.

XXI. Geography of North America—5 hours. A study of North America on the basis of natural regions. In each region the leading activities and their relation to the natural environment will be worked out. Open to Sophomores, Juniors and Seniors.

XXII. Geography of South America—5 hours. A study of the geographic regions of South America; the physical environment of its more important nations. Open to Sophomores, Juniors and Seniors.

XXIII. Geography of Europe—5 hours. A discussion of the physical features of Europe as influencing the political and economic development of its more important nations. Open to Sophomores, Juniors and Seniors.

XXIV. Influence of Geography Upon American History—5 hours. Correlation of Geography and American History. A study of the geographic conditions which have influenced the course of American history. Prerequisite, entrance credit or college credit in American history. Open to Sophomores, Juniors and Seniors.

XXV. Commercial and Industrial Geography—5 hours. A study of the commodities and trade routes of the world. Credit on the Commercial curriculum and for those who major in Commerce or Earth Science. Open to Freshmen and Sophomores.

XXVI. Conservation of Natural Resources—5 hours. The natural resources of the United States; the soils, the water supply, the minerals and the forests from a geographic standpoint. The history of the exploitation of these resources and the movement to conserve them by scientific forestry, reclamation of waste lands, checking of erosion, etc. Open to Sophomores, Juniors and Seniors.

3. The Agriculture Major.

XXVII. General Agriculture—5 hours. An introductory course giving some principles along the main general lines of the subject. Three recitations and four laboratory periods per week. Open to Freshmen and Sophomores.

XXVIII. Dairy Cattle—3 hours. Breeds, types, judging and marketing dairy cattle. Open to Freshmen and Sophomores.

XXIX. Beef Cattle—3 hours. Breeds, types, grades, marketing and judging. Open to Freshmen and Sophomores.

XXX. Farm Dairying—2 hours. Milk and its products. Open to Freshmen and Sophomores.

XXXI. Hogs—2 hours. Breeds, types, judging, market classes and grades of hogs. Open to Freshmen and Sophomores.

XXXII. Horses—2 hours. Types, breeds, classes, grades, judging. Open to Freshmen and Sophomores.

XXXIII. Soil Physics—3 hours. Management of soils to realize maximum production. Open to Freshmen and Sophomores.

XXXIV. Horticulture—2 hours. The management of orchard, bush, and small fruits. Harvesting and marketing. Open to Freshmen and Sophomores.

XXXV. Farm Crops—5 hours. The important field crops of Iowa are considered. Open to Sophomores, Juniors and Seniors.

XXXVI. Weeds—2 hours. Identification and control of our common weeds. Open to Freshmen and Sophomores.

XXXVII. Farm Machinery—3 hours. Care, trouble adjustments, and place in farming business. Open to Freshmen and Sophomores.

XXXVIII. Feeds and Feeding—3 hours. Balanced rations, best methods of feeding farm animals. Open to Sophomores, Juniors and Seniors.

XXXIX. Principles of Breeding—2 hours. Laws of breeding and care of breeding stock. Open to Sophomores, Juniors and Seniors.

XL. Gardening—2 hours. Actual practice in planning, managing of different kinds of gardens, demonstration plots. Open to Sophomores, Juniors and Seniors.

XLI. Farm Poultry—2 hours. Classes, breeds, varieties, management. Open to Sophomores, Juniors and Seniors.

XLII. Insects and Diseases—3 hours. Identification and control of economic insects and diseases. Open to Sophomores, Juniors and Seniors.

XLIII. Soil Fertility—2 hours. Plant food materials and permanent agriculture. Open to Sophomores, Juniors and Seniors.

XLIV. Farm Management—3 hours. Various kinds of farming and the relation to the different factors involved. Open to Sophomores, Juniors and Seniors.

XLV. Farm Mechanics—2 hours. Ropes, soldering, belts, pipes, sewage, light and heat. Open to Freshmen and Sophomores.

XLVI. Methods in Agriculture—5 hours. This course treats both general and special phases of agriculture. The aim in agriculture, the content of the course, methods of presentation, and the necessary references. Those who major in Agriculture may substitute this course for five hours of required work from Section C in Education. Open to Sophomores, Juniors and Seniors.

XLVII. Business Farming—3 hours. A functional study of grain, live stock and produce marketing, and the various steps involved in each, with special application to coöperative methods as applied to farming. Open to Juniors and Seniors.

ORCHESTRAL MUSIC

Degree and Diploma Courses

I. Applied Music—1 to 18 hours.

1. Violin and Violoncello—1 to 12 hours.
2. Wind Instruments—1 to 6 hours.

One or two private lessons per week and five hours of practice per week for a period of twelve weeks with satisfactory progress will give one hour of credit. Open to all collegiate students.

This work may be chosen as an accomplishment for its cultural value or for the more serious purpose of teacher or soloist.

The outline of study for the violin will include: Scales and finger exercises; Schools and studies by De Beriot, Sevcik, Gruenberg, and Kayser; Scales and arpeggi in three octaves; Studies by Sitt, Kreutzer, Fiorillo and Rode; Concertos: Viotti 23d; De Beriot 6th and 7th; Rode 4th and 7th; Bach E Major; Mendelssohn; Sonatas by Handel and Corelli; and miscellaneous solos by standard composers.

The study of the 'cello corresponds to that of the violin.

The work with wind instruments includes the Flute, Oboe, Clarinet, Bassoon, Cornet, Trombone, Bassett Horns, French Horn, Sarrusa-phones and corresponds in general with the work on the violin. Not more than one hour of credit may be given for work with the Saxophone.

II. Orchestra Conducting—1 hour. This work embodies the practical and observational study of conducting and managing school orchestras. Once a week for a period of twelve weeks. Prerequisite, three hours of collegiate credit for private instruction in violin or 'cello followed by at least two terms of continued study and playing experience in the college orchestra or in a sub-division. This is a free elective on any curriculum. Open to collegiate students in any year of residence.

III. Normal Course in Violin—1 to 6 hours. This work shall consist of instruction in violin classes of three pupils meeting one hour per week. One hour of credit is allowed for twelve weeks work, two classes per week, satisfactorily completed and not more than one hour of credit may be earned during any term. The appointment of teachers, the grading of pupils for different classes and the supervision of instruction shall be in charge of the head of the department of Orchestral Music. Open only to advanced students in violin who are members of the college orchestra and who have completed full entrance to a collegiate curriculum at this institution and a full year of collegiate credit.

IV. For Piano, Organ, and Voice, see "Music" and "Special Music Curriculums."

Notes

1. Students on the Public School Music curriculum and pupils in the Training School are charged no fees for class lessons on the Violin in III above.

2. Students on degree curriculums who major in Public School Music may have twenty-four hours in applied music. Those on the Public School Music diploma curriculum may have eighteen hours in applied music. Students on degree curriculums who do not major in Public School Music may elect ten hours in applied music. Those on collegiate diploma curriculums other than Public School Music may elect five hours in applied music.

3. The maximum credit in Course III above which may be elected on the degree or the Public School Music diploma curriculums is six hours; the maximum that may be elected on other diploma curriculums is three hours.

4. For diplomas in Orchestral Music, see "Special Music curriculums."

5. The demand for competent orchestral conductors in our public schools is of growing importance, and it is the aim of this department to equip the student with the essential requirements, which should include a practical knowledge of one orchestral instrument.

6. **FREE ADVANTAGES**—When students are sufficiently advanced they are admitted to the following organizations:

- a. The College Orchestra, conducted by Theodore R. Gundry, for the study and performance of standard orchestral literature.
- b. The College Band, conducted by F. L. McCreary. This organization furnishes music for the various games and entertainments of the college.
- c. The Training School Orchestra. An orchestra for elementary players where the first principles of orchestral experience are acquired.
- d. The Junior Band. A beginners' band—the first step to the larger college band.
- e. The Ensemble Class. All students of the Orchestral Department are given opportunity to take part in this most interesting class when a fair degree of proficiency has been attained. Beginning with duets and trio combinations the student advances to the more difficult ensemble numbers such as the sonata and quartet forms.

7. **INSTRUMENTS LOANED.** Of special importance to beginners or prospective players is the privilege of borrowing from the large collection of orchestral instruments which is a feature of the department.

PHYSICAL EDUCATION

Degree and Diploma Courses

1. The Physical Education Major.

I, II. Anatomy I and II—Each 5 hours. Gross anatomy of the osseous, muscular, and nervous systems, and of the vital organs. Open to Freshmen and Sophomores.

III. Kinesiology—2 hours. The study of joint and muscular action in gymnastics and games and in the movements of everyday life. Open to Freshmen and Sophomores.

IV. First Aid to the Injured—2 hours. Open to collegiate students in any year of residence.

V, VI. Playground Methods I and II—Each 3 hours. Theory, nature and function of play. Games for various ages. Playground equipment and supervision. Open to Freshmen and Sophomores.

VII. Theory of Physical Education—5 hours. The underlying principles and scope of physical education. Emphasis upon Swedish gymnastics and posture training. Open to Sophomores, Juniors and Seniors.

VIII. History of Physical Education—2 hours. Open to Sophomores, Juniors and Seniors.

IX, X, XI. Theory of Athletics, I, II, III (For Women) — Each 2 hours. The theory and methods of teaching simple team games such as Newcomb, Endball, Punchball, and the more highly organized games as Basketball, Indoor Baseball, Soccer and Hockey, Swimming, track and field athletics. Open to Sophomores, Juniors and Seniors.

XII. *Anthropometry — 2 hours. Principles and methods of taking measurements of the human body. Relationships between the different parts. Laws of growth and significance of deviations. Open to Sophomores, Juniors and Seniors.

XIII. *Physical Diagnosis — 3 hours. Means of determining abnormal conditions of the body. Symptomatology of the common diseases of school children. Prerequisite, Anatomy I and II and Physiology I (a). Open to Sophomores, Juniors and Seniors.

XIV. *Physiology of Exercise — 3 hours. A comparative study of exercises of strength, speed and endurance. Experiments with the sphygmograph, sphygmomanometer and ergograph. Prerequisite, Anatomy I and II and Physiology I (a). Open to Sophomores, Juniors and Seniors.

XV. *Corrective Gymnastics and Massage — 3 hours. Causes, diagnosis and treatment of lateral curvature of the spine and other posture defects. Theory, technique and practice of massage. Open to Sophomores, Juniors and Seniors.

XVI. *Physical Department Administration — 3 hours. Administration of health campaigns. Equipment and care of gymnasiums. Organization of girls' clubs, campfires, etc. Special problems confronting teachers of physical training. Open to Sophomores, Juniors and Seniors.

Notes

1. Students who major in Physical Education are required to take floor work, games, and other practical activities organized by the department in accordance with the needs of such specialization. This work includes gymnastics; folk dancing; social, natural and classical dancing; swimming and life saving; track athletics, hockey and soccer; tennis; archery; volley ball; baseball; unorganized games; simple team games; etc.

2. All other students are required to take work in physical training during the first six terms in attendance. This work is selected from those activities mentioned in note 1 above. Recreational Music may be substituted for one term of physical training.

3. Regulation gymnasium suits and equipment are required of all women.

4. For further details see page 117.

2. The Coaching and Athletic Major for Men.

(These courses are open to collegiate students in any year of residence).

XVII. Theory of Athletics I — 3 hours. The fundamentals of football coaching; catching, punting, kicking, blocking, interference; tackling, elementary principles of line and backfield work. Football rules. Ten hours of football practice per week must accompany the theory work.

XVIII. Theory of Athletics II — 3 hours. The most approved ways of playing the line, backfield, and end positions in football.

*Credit only for those who major in Physical Education.

Rules. Ten hours football practice per week must accompany the theory work.

XIX. Theory of Athletics III—3 hours. An intensive study of football from the coach's viewpoint, how plays and formations are built, generalship, signal systems, and scouting. Rules. Ten hours of football per week must accompany the theory work.

XX. Theory of Athletics IV—3 hours. Coaching football work under supervision, the coach's problems, a practical application of the systems of coaching used by various coaches. Ten hours of football practice per week must accompany the theory work.

XXI. Theory of Athletics V—1 hour for six weeks work (offered summer terms only). The theoretical work will take up offensive and defensive systems from the coach's viewpoint. A study of the rules of football for the coach, the official, and the player. Five hours per week of football practice must accompany the theory work. This six weeks credit may be used in meeting the requirements for graduation whether additional Theory of Athletics is taken or not. Since 1 hour of credit is given for six weeks work, this must count as "2 hours per week" on the student's registration.

XXII. Theory of Athletics VI—3 hours. The fundamentals of basketball; goal throwing, passing, dribbling, stops, turns, and team play. Rules of basketball. Ten hours of basketball practice per week must accompany the theory work.

XXIII. Theory of Athletics VII—3 hours. The best way of playing each of the positions in basketball. Offensive and defensive methods. Rules. Ten hours of basketball practice per week must accompany the theory work.

XXIV. Theory of Athletics VIII—3 hours. The selection of plays, how plays are executed from tip-off, foul shot positions, and out-of-bounds in basketball. Ten hours of basketball practice per week must accompany the theory work.

XXV. Theory of Athletics IX—3 hours. Coaching basketball work under supervision, the short pass, pivot shot, long shot, and long pass. Attack. Training and conditioning. Rules. Ten hours of basketball practice per week must accompany the theory work.

XXVI. Theory of Athletics X—1 hour for six weeks work. (Offered summer terms only). A course for coaches in the theory and art of basketball. Fundamentals. Offensive and defensive systems. Rules. Five hours per week of basketball practice must accompany the theory work. This six weeks credit may be used in meeting the requirements for graduation whether additional Theory of Athletics is taken or not. Since 1 hour of credit is given for six weeks work, this must count as "2 hours per week" on the student's registration.

XXVII. Theory of Athletics XI—3 hours. The best forms and methods of starting, sprinting, hurdling, distance running, pole vaulting, high and broad jumping, shot putting, discus and javelin throwing. Ten hours per week of track and field work must accompany the theory work.

XXVIII. Theory of Athletics XII—3 hours. A study of physical conditions affecting speed, endurance, and fatigue. The selection and preparation of contestants for different events in track work. Ten hours of track and field work must accompany the theory work.

XXIX. Theory of Athletics XIII—3 hours. Practice coaching. The managing and officiating of games and meets. Massage, treat-

ment of sprains, and conditioning of men for different events. Rules for track events. Ten hours per week of track and field work must accompany the theory work.

XXX. Theory of Athletics XIV—3 hours. The theory of coaching different track and field events. A study of the conditioning of men for various events. The management and promotion of meets. Ten hours of track and field work must accompany the theory work.

XXXI. Theory of Athletics XV—1 hour for six weeks work. (Offered summer terms only). A course for the coaching of track and field events. The conditioning of men, the management and promotion of meets. Rules, etc. Five hours per week of track and field work must accompany the theory work. This six weeks credit may be used in meeting the requirements for graduation whether additional Theory of Athletics is taken or not. Since 1 hour of credit is given for six weeks work, this must count as "2 hours per week" on the student's registration.

XXXII. Theory of Athletics XVI—3 hours. The theory and practice of fielding, batting, base-running, and pitching. Rules of baseball. Ten hours per week of baseball practice must accompany the theory work.

XXXIII. Theory of Athletics XVII—3 hours. A study of the various positions. Team plays and points on "inside" baseball. Offensive and defensive methods. Rules. Ten hours per week of baseball practice must accompany the theory work.

XXXIV. Theory of Athletics XVIII—3 hours. Coaching baseball work under supervision. The development of team play. Umpiring. Ten hours per week of baseball practice must accompany the theory work.

XXXV. Theory of Athletics XIX—3 hours. Theories of coaching baseball. Team plays and fundamentals. Coaching practice. Ten hours of baseball practice per week must accompany the theory work.

XXXVI. Theory of Athletics XX—1 hour for six weeks work. (Offered summer terms only). The theory of coaching baseball, umpiring, team work, conditioning men, pitching, etc. Rules. Five hours per week of baseball practice must accompany the theory work. This six weeks credit may be used in meeting the requirements for graduation whether additional Theory of Athletics is taken or not. Since 1 hour of credit is given for six weeks work, this must count as "2 hours per week" on the student's registration.

XXXVII. Theory of Athletics XXI—3 hours. The organization and administration of athletics. Purpose of athletics, intermural plan, efficiency tests, playground work including mass athletics and the boy scout movement. Interscholastic athletics, games, track meets and tournaments, business administration, sportsmanship and ethics. Credit for this course may be used in addition to 10 hours of other credit in Theory of Athletics but may not count as a part of the minimum of 9 hours.

Notes

1. None of the credit for these courses in Theory of Athletics, except as indicated above, can be used in meeting the requirements for graduation unless the student has 9 hours along this line.

2. Not more than 10 hours in Theory of Athletics, except Theory of Athletics XXI, may be used in meeting the requirements for graduation, except that those who major in "Coaching and Athletics" may use 30 or more hours.

PHYSICS AND CHEMISTRY**Degree and Diploma Courses****1. The Physics Major.**

I. Mechanics—3 hours. This course should be preceded by a term or two of college mathematics. Prerequisite, high school physics or equivalent. Open to Sophomores, Juniors and Seniors.

II. Laboratory Physics in Mechanics—2 hours. Double periods twice a week. The laboratory exercises consist of varied application of the principles of mechanics studied in Course I. This course should accompany Physics I. Open to Sophomores, Juniors and Seniors.

III. Sound and Light—3 hours. The various topics of light are presented from the standpoint of both geometrical and physical optics. Prerequisite, Course I or equivalent. Open to Sophomores, Juniors and Seniors.

IV. Laboratory Physics in Sound and Light—2 hours. Double periods twice a week. Prerequisite, Courses I and II. This course should accompany Physics III. Open to Sophomores, Juniors and Seniors.

V. Heat, Electricity and Magnetism—3 hours. A theoretical study of the elements of heat, electricity, and magnetism along more advanced lines than is given in a secondary course. Prerequisite, Course I or equivalent. Open to Sophomores, Juniors and Seniors.

VI. Laboratory Physics in Heat, Electricity and Magnetism—2 hours. Double periods twice a week. This course should accompany Course V. Prerequisite, Courses I and II above or equivalent. Open to Sophomores, Juniors and Seniors.

VII. Advanced Mechanics—3 hours. Double periods three times a week. Much library reading in preparation for the laboratory work is demanded in the advanced laboratory courses. The experimental work of this course is devoted particularly to problems of moment of inertia and of harmonic motion. Prerequisite, Courses I and II above or equivalent. Open to Sophomores, Juniors and Seniors.

VIII. Advanced Course in Light—3 hours. Double periods, three times a week. Embraces experiments with spectrometer, gratings, and interferometer. Prerequisite, Courses III and IV above or equivalent. Open to Sophomores, Juniors and Seniors.

IX. Advanced Course in Electricity and Magnetism—5 hours. Double periods five-times a week. This course brings in the use of the magnetometer and the Quadrant electrometer. Some measurements of the coefficients of induction. Experiments in radio-activity using the gold leaf electroscope mounted with reading telescope. Prerequisite, Courses V and VI above or equivalent. Open to Sophomores, Juniors and Seniors.

X. Teachers' Course in Physics—5 hours. Intended for students preparing to be teachers of Physics in secondary schools. The student will perform many experiments so as to thoroly acquaint himself with the best laboratory devices. The history of Physics and the best methods of teaching it. Open to those who have completed one year of college Physics or who have had one unit of entrance physics and are employed at the time as teachers of Physics in approved high schools. Students who major in Physics may substitute this course for 5 hours of required work from Section C in Education. Open to Sophomores, Juniors and Seniors.

XI. Alternating Currents—2 hours. An elementary course preparatory to Course XII. Prerequisite, Physics I, II, V and VI or equivalent preparation. Open to Sophomores, Juniors and Seniors.

XII. Wireless Telegraphy—3 hours. The first half of the course is devoted to a study of alternating current phenomena, problems of capacity and inductance; the last half to a practical study of the various forms of commercial wireless telegraphy and telephony. Prerequisite, Courses I, V, VI and XI above. Open to Sophomores, Juniors and Seniors.

XIII. Everyday Physical Science—5 hours. The student's environment is particularly considered so that he can better interpret to the child mind the common phenomena of inanimate nature. An attempt is also made to understand the working principles of the more common inventions of man in the home and elsewhere. Credit only on Kindergarten, Primary and Junior College curriculums. Open to Freshmen and Sophomores.

XIV. Mechanics, Light, Electricity—5 hours. Credit only on Physical Education curriculum. Open to Sophomores, Juniors and Seniors.

XV. Sound and Music—2 hours. The first half consists of an elementary study of the physics of sound. Each student is required to perform about fifteen exercises in the laboratory. The last half of the term is devoted to the musical side of the subject. Credit only on Music and Degree curriculums. Open to Freshmen and Sophomores.

XVI. Household Physics—3 hours. Credit only on Home Economics curriculums. Open to Sophomores, Juniors and Seniors.

XVII. General Physical Science—3 hours. This deals with the fundamental principles and important applications of the physical sciences. A non-mathematical course rich in experimental demonstration. Credit only on degree curriculum. Open to Freshmen and Sophomores.

2. The Chemistry Major.

I. General Inorganic Chemistry I—5 hours. Three recitations and two double periods in laboratory. Open to collegiate students in any year of residence.

II. General Inorganic Chemistry II—5 hours. Continuing the theoretical work of the preceding term. Three recitations and two double periods in laboratory. Open to collegiate students in any year of residence.

III. Chemistry of Metals and Qualitative Analysis—5 hours. A basis for a comprehensive study of the properties of the metallic elements. Two recitations and three double periods in laboratory. Open to collegiate students in any year of residence.

IV. Organic Chemistry—5 hours. A short course in the essentials of the subject. Prerequisite, Courses I and II. Three recitations and two double periods in laboratory. Open to Sophomores, Juniors and Seniors.

V. Quantitative Analysis (Gravimetric)—5 hours. The elementary principles of the subject are studied, and practiced in the analysis of a number of salts and technical products. Prerequisite, Courses I, II, III. Five double periods in laboratory and a weekly conference. Open to Sophomores, Juniors and Seniors.

VI. Quantitative Analysis (Volumetric)—5 hours. The completion of this course along with course IX gives the student a basis for all special lines of analytical work. Five double periods in laboratory and a weekly conference. Open to Sophomores, Juniors and Seniors.

VII. Water Analysis:

(a) **Sanitary Water Analysis**—2 hours. A short course in the analysis of drinking water, treated from the standpoint of the sanitary chemist. Prerequisite, Course III above. Two double periods in laboratory. Open to Sophomores, Juniors and Seniors.

(b) **Mineral Water Analysis**—3 hours. Estimation of the mineral constituents of waters with reference to their availability for technical purposes. Prerequisite, Course III above. Three double periods in laboratory. Open to Sophomores, Juniors and Seniors.

VIII. Physical Chemistry—3 hours. Prerequisite, Courses I, II, III above. Open to Sophomores, Juniors and Seniors.

IX. Special Laboratory Course—5 hours. This may be arranged to cover the various kinds of analytical work desired by the student. Facilities are provided for the analysis of iron and steel, coal, soil, etc. Five double periods in laboratory. Open to Sophomores, Juniors and Seniors.

X, XI. General Inorganic Chemistry—Each 5 hours. These courses are equivalent to Courses I and II, but are designed for Home Economics students. Open to Freshmen and Sophomores.

XII. Organic Chemistry—3 hours. Required of Home Economics students as the third term of Chemistry. Prerequisite, Courses X and XI or I and II above. Open to Freshmen and Sophomores.

XIII. Chemistry of Food and Nutrition—5 hours. Required of Home Economics students as their fourth term of Chemistry. This course takes up the various foods with the chemistry of their digestion and of their transformation into each other in the body. Prerequisite, General Inorganic Chemistry and Course XII or IV. Open to Sophomores, Juniors and Seniors.

XIV. Advanced Nutrition Chemistry—2 hours. This includes a more complete study of metabolism. One recitation and one double period in laboratory. Open to Sophomores, Juniors and Seniors.

XV. Food Analysis—5 hours. A course in the proximate analysis of the common foods in a quantitative way. Two recitations and three double periods in laboratory. Prerequisite, Course IV or XII above. Open to Sophomores, Juniors and Seniors.

XVI. Textiles:

(a) **Textile Chemistry**—3 hours. This course covers the study of the various fibers used in the textile industry and the specific tests that may be made for them. Prerequisite, Courses I and II above. Three double periods in laboratory. Open to Sophomores, Juniors and Seniors.

(b) **Chemistry of Cleaning and Dyeing**—2 hours. The various methods of dyeing are investigated in a laboratory way. Theories of dyeing are studied. Prerequisite, Course IV above. Two double periods in laboratory. Open to Sophomores, Juniors and Seniors.

XVII. Inorganic Chemistry—5 hours. Credit only on Physical Education curriculum. Open to Sophomores, Juniors and Seniors.

XVIII. Elementary Organic and Physiological Chemistry—5 hours. Nutrition and elimination, along with the chemistry of mus-

cular action. Only enough organic is given for a proper comprehension of the subject. Credit only on the Physical Education curriculum. Open to Sophomores, Juniors and Seniors.

3. The Physical Science Major.

Those who major in physical science must have credit for 15 hours of Physics and 15 hours of Chemistry, with a combined maximum of 60 hours in this major and any other major line in the same group, except that if the minor is also in this group the combined maximum may be 75 hours. Physical Science may not be used as a minor.

PRIMARY

(See courses in Education and in Department of Teaching)

PUBLIC SPEAKING

(See courses in English)

RELIGIOUS EDUCATION

Degree and Diploma Courses

I. History and Teaching of the Bible — Old Testament — 3 hours. A brief course in the origin and history of the canon of the Scriptures; a comparative study of the various versions of the Bible; a consecutive study of the narrative parts of the Old Testament Scriptures with a view to acquainting the student with the great source-book of the world's best literature and art. Open to Freshmen and Sophomores.

II. History and Teaching of the Bible — New Testament — 2 hours. Like the above in the New Testament Scriptures. Open to Freshmen and Sophomores.

In these courses, the Syllabus of Bible Study adopted by the Iowa State Teachers' Association will be followed. The Department is well supplied with maps, books of reference, commentaries, and other aids of Bible study which will be made available to the student.

III. The Bible as Literature — 3 hours. The great discourses of the Bible will be studied intensively with reference to their literary quality and power. Open to Sophomores, Juniors and Seniors.

IV. The Ethics of the Bible — 2 hours. The ethical ideas of the Jews as revealed in the Pentateuch, studied in the light of their interpretations as found in the teachings of Christ. Open to Sophomores, Juniors and Seniors.

V. Biblical History and Literature — 2 hours.

Note

Students on diploma curriculums may have only 5 hours of credit in Religious Education. Those on degree curriculums may have 10 hours of credit.

ROMANCE LANGUAGES

Degree and Diploma Courses

1. French.

I. *Introductory French I — 5 hours. Familiarity with the elements of grammar, a correct pronunciation, and training in simple con-

*The year's work must be completed if any credit is used in meeting the requirements for graduation.

versation are the aims of this course. Open to collegiate students in any year of residence.

II. *Introductory French II—5 hours. Grammar and easy French reading. Drill in conversation and composition. Open to collegiate students in any year of residence.

III. *French III—Reading, Conversation and Composition—5 hours. The aim of this course will be to read a number of the easier texts and to give the student practice in conversation. Prerequisite, one year of high school French or equivalent preparation. Open to collegiate students in any year of residence.

IV. (a) Advanced Reading—3 hours. Texts will be selected from the better known fiction and drama of the nineteenth century. Prerequisite, two years of high school French or equivalent preparation. Open to Freshmen, Sophomores and Juniors.

IV. (b) Conversation and Composition—2 hours. In this course an opportunity is furnished the student to acquire some familiarity with the grammar, idioms, and vocabulary necessary for general conversation. Prerequisite, two years of high school French or equivalent preparation. Open to Freshmen, Sophomores and Juniors.

V. (a) Advanced Reading—3 hours. A continuation of Course IV (a) above. French will be the language of the classroom. Open to Freshmen, Sophomores and Juniors.

V. (b) Conversation and Composition—2 hours. A continuation of Course IV (b). The course will presume some facility on the part of the student in the use of the more general vocabulary and idioms and will concentrate on the French of everyday life. Open to Freshmen, Sophomores and Juniors.

VI. (a) Advanced Rapid Reading—3 hours. A maximum number of texts will be read with the purpose of accustoming the student to read French with facility. French will be the language of the classroom. Open to Freshmen, Sophomores and Juniors.

VI. (b) Advanced Composition and Conversation—2 hours. A continuation of Course V (b). The aim of the course is to give the student a reasonable fluency in the use of French for conversation and correspondence. Open to Freshmen, Sophomores and Juniors.

VII. (a), VIII. (a), IX. (a) French Literature of the 19th Century—Each 3 hours. A study of the various writers of the Romantic and Realistic schools. Open to Sophomores, Juniors and Seniors.

VII. (b), VIII. (b), IX. (b) Advanced Grammar and Composition—Each 2 hours. A detailed study of grammar and the teaching of French. Open to Sophomores, Juniors and Seniors.

X, XI, XII. French Literature of the 17th and 18th Centuries—Each 3 hours. A study of the classical writers of France. Open to Sophomores, Juniors and Seniors.

2. Spanish.

I. *Introductory Spanish I—5 hours. Familiarity with the elements of grammar, a correct pronunciation, and training in simple conversation are the aims of this course. Open to collegiate students in any year of residence.

II. *Introductory Spanish II—5 hours. Grammar and easy Span-

*The year's work must be completed, if any credit is used in meeting the requirements for graduation.

ish reading. Drill in conversation and composition. Open to collegiate students in any year of residence.

III. *Spanish III—Reading, Conversation and Composition—5 hours. The aim of this course will be to read a number of the easier texts and to give the student practice in conversation. Prerequisite, one year of high school Spanish or equivalent preparation. Open to collegiate students in any year of residence.

IV. (a) Advanced Reading—3 hours. Texts will be selected from the better known fiction and drama of the nineteenth century. Prerequisite, two years of high school Spanish or equivalent preparation. Open to Freshmen, Sophomores and Juniors.

IV. (b) Conversation and Composition—2 hours. In this course an opportunity is furnished the student to acquire some familiarity with the grammar, idioms, and vocabulary necessary for general conversation. Prerequisite, two years of high school Spanish or equivalent preparation. Open to Freshmen, Sophomores and Juniors.

V. (a) Advanced Reading—3 hours. A continuation of Course IV (a). Open to Freshmen, Sophomores and Juniors.

V. (b) Conversation and Composition—2 hours. A continuation of Course IV (b). The course will presume some facility on the part of the student in the use of the more general vocabulary and idioms and will concentrate on the Spanish of everyday life and business. Open to Freshmen, Sophomores and Juniors.

VI. (a) Advanced Rapid Reading—3 hours. A maximum number of texts will be read with the purpose of accustoming the student to read Spanish with facility. Open to Freshmen, Sophomores and Juniors.

VI. (b) Conversation and Composition—2 hours. A continuation of Course V (b). The aim of the course is to give the student a reasonable fluency in the use of Spanish for conversation and correspondence. Open to Freshmen, Sophomores and Juniors.

VII. (a), VIII. (a), IX. (a). Spanish Literature of the Seventeenth Century—Each 3 hours. A study of Cervantes and the classical dramatists. Open to Sophomores, Juniors and Seniors.

VII. (b), VIII. (b), IX. (b). Advanced Grammar and Composition—Each 2 hours. A detailed study of grammar and the teaching of Spanish. Open to Sophomores, Juniors and Seniors.

3. Italian

I, II. *Introductory Italian I and II—Each 5 hours. Conducted similarly to French I, II, and Spanish I, II. Open to Freshmen, Sophomores and Juniors.

III. *Italian III—Reading—5 hours. Typical extracts from the older and modern classics will be read. Open to Freshmen, Sophomores and Juniors.

RURAL EDUCATION

Degree and Diploma Courses

A. For Teachers of Rural Schools.

1. Rural School Methods—5 hours. Methods of teaching the common branches most effectively under the conditions of the one—

*The year's work must be completed, if any of the credit is used in meeting the requirements for graduation.

teacher rural school where all elementary grades must be covered, where the number of classes per day is large, the number of pupils per class small, and the class periods short. Planning work for the long periods at the seat, training in the art of study, individual instruction at the seat, use of library, supplementary readers, sand table, blackboard and other equipment. Open to Freshmen and Sophomores.

II. Rural School Management—5 hours. Organizing and classifying the one-teacher rural school, the course of study, the daily program, preparing for the first day of school, sympathetic co-operation with rural people, attendance, punctuality, educational standards, records and reports, teacher's relation to school officers and school law. The rural school house and grounds. Managing the lighting, seating, heating, ventilation, drinking water, toilets, sanitation and health under the difficult conditions of the one-teacher rural school. School government, incentives, indoor and outdoor play and the noon lunch in a rural school. Open to Freshmen and Sophomores.

B. For Normal Training High School Critics.

III. Special Methods in the Common Branches—5 hours. Special methods of teaching the common branches under the difficult conditions of the one-teacher rural school. Possible adaptations of the project method to the conditions in the one-teacher rural school. Educational seat work material, charts, and method games suitable for rural schools prepared for Normal Training classes in High School. Prerequisite, Psychology 10 hours. Open to Juniors and Seniors.

IV. Normal Training Supervision—5 hours. A study of observation and practice teaching in rural schools associated with the Normal Training High Schools. Organization and supervision of practice teaching in grade rooms. Library and equipment for a Normal Training Department. Following up work of Normal Training graduates in rural schools. Open to Juniors and Seniors.

C. For Teachers and Superintendents in Consolidated Schools.

V. The Consolidated School and Country Life—5 hours. A study of the Consolidated School and its relation to country life. Open to collegiate students in any year of residence.

VI. Consolidated School Administration—5 hours. A basic course in the study of Consolidated School possibilities and problems. A practical first hand study for teachers, principals, and superintendents. An analysis of rural life problems and objectives, as related to teaching and administration. A study of the needs of various types of schools, qualifications and training of teachers, classification and grading of pupils, transportation, school lunch, community center work, and a re-directed course of study. The new emphasis in country life and education. Special trips to affiliated consolidated schools. Open to Juniors and Seniors.

VII. Advanced Consolidated School Problems—3 hours. An intensive study of the special problems of the consolidated school such as: rural community surveys, school support and finance, consolidated school standards, community recreation, and training of teachers. Prerequisite, course VI above except that graduates of standard colleges may register for courses VI and VII simultaneously. Experienced superintendents who have not had course VI may be admitted by the department to course VII but they may not thereafter take course VI for credit. Open to Juniors and Seniors.

VIII. The Rural High School—2 hours. A study of secondary school education for country boys and girls and the adaptation of the high school to meet modern needs. Possibilities of vocational guidance and training. Courses of study. Open to Juniors and Seniors.

D. Training in Consolidated Schools.

IX.—Teaching Under Critic Supervision—10 hours. Students take charge of classes and perform such other duties as may be assigned, prepare complete reports on teaching and collect data connected with consolidated school supervision. Opportunity is afforded for teaching in primary and intermediate grades in consolidated schools. Prerequisite, 15 hours in Psychology and Education or Rural Education, and credit for Illustrative Teaching. Open to Sophomores, Juniors and Seniors.

Notes

1. Students who major in Consolidated School Education need to take courses I or II, V, VI, VII and VIII above and 10 hours of Psychology. Five hours of Education may be substituted for five hours in Rural Education.

2. Those who major in Normal Training High School Critic work need to take courses III and IV above, 15 hours in Education, and 5 hours elective in Rural Education or in Education. Also the courses outlined on page 59 for Normal Training High School Critics.

3. Course I or II may be substituted for 5 hours from Section A in Education on any curriculum where such credit may be used.

4. Course V may be substituted for 5 hours from Section B in Education on any curriculum, except the Home Economics curriculums, where such credit may be used.

5. Five hours from courses III, IV, VI, or VIII may be substituted for 5 hours from Section C in Education on any curriculum where such credit may be used.

SOCIAL SCIENCE

Degree and Diploma Courses

1. The History Major.

I. Greek History—5 hours. This work is expected to furnish a student with a conception of Ancient Greece and her work that will enable him to appreciate her part in human progress. Open to Freshmen and Sophomores.

II. Roman History—5 hours. The same kind of a course and for the same purpose as the course in Greek History. Open to Freshmen and Sophomores.

III. European History I—5 hours. From about 300 to 1500. A study is made of the chief factors influencing later civilization—the Roman Empire, the church, Mohammedanism, the Medieval Empire, the Feudal Age, crusades, growth of national states, towns, and cultural life. Open to Freshmen and Sophomores.

IV. European History II—5 hours. From 1500 to 1789. The study in this course centers in the Renaissance, the religious wars, the national states in their separate developments, and the political and dynastic rivalries. Especial attention is given to the background of American History. Open to Sophomores, Juniors and Seniors.

V. European History III—5 hours. From 1789 to 1870. The French Revolution, the Napoleonic Period, and Nineteenth Century Europe covering the period of reaction, the growth of liberalism and

development of nationality. Desirable as a preliminary to the study of recent European history. Open to Sophomores, Juniors and Seniors.

VI. Recent European History—5 hours. From 1870 to the present time. Growth of contemporary European States, the World War—causes, progress and results. Open to Sophomores, Juniors and Seniors.

VII. The Expansion of Europe—3 hours. A study of European colonial and commercial expansion in both hemispheres; major conflicts to secure control of undeveloped lands; American colonization as an incident of European expansion. Open to Sophomores, Juniors and Seniors.

VIII. English History I—5 hours. The connection between England and our own country is emphasized and a study made of the development of such institutions as have become part of our life. Open to collegiate students in any year of residence.

IX. English History II—5 hours. The history of England and the Empire since the 17th century; the triumph of parliamentary government; the significance of the American Revolution; the industrial revolution; the era of reform; political and social movements since 1867; the British Empire. Open to Sophomores, Juniors and Seniors.

X. American Colonial History—3 hours. A brief study of colonial settlements in America, their relation to mother country, social and industrial progress, causes leading to separation. Open to Sophomores, Juniors and Seniors.

XI. American History I—5 hours. From 1789 to 1865. A general view of the movements most important previous to the Civil War. Special attention will be given to expansion, development of the West, tariff, slavery, our foreign policy, and growth of nationality. Open to collegiate students in any year of residence.

XII. American History II—5 hours. The nation since 1865. Expansion, tariff, foreign relations. America's part in the World War. Current problems. Open to Sophomores, Juniors and Seniors.

XIII. History of the West—5 hours. This study traces the westward moving frontier and the effect that movements and influences originating on the frontier have had on American institutions and history. Special emphasis will be given to the history of Iowa covering early explorations and settlements, development of governmental organization, railroads, and industries. Open to Sophomores, Juniors and Seniors.

XIV. Current History—2 hours. A study of history in the making. Prerequisite, History, 8 hours. Open to Sophomores, Juniors and Seniors.

XV. Latin American History—3 hours. The South American states and their relation to the United States. Open to Sophomores, Juniors and Seniors.

XVI. History of the Far East—3 hours. A brief survey of the Orient with special emphasis upon the recent history of China, Japan, and India, and the relation of the western nations to these countries. Open to Sophomores, Juniors and Seniors.

XVII. *The Teaching of the Social Sciences—3 hours. Outlines and discussions, supplemented with lectures by different members of

*This course may be counted as a part of the major in History, Government or Economics.

the Social Science teaching staff. Students who major in History, Government or Economics may use this credit for an equivalent amount of credit from Section C in Education. Open to Sophomores, Juniors and Seniors.

2. The Government Major.

XVIII. American Government—5 hours. The organization and actual workings of American Government in all its branches. Open to collegiate students in any year of residence.

XIX. Municipal Government—5 hours. The structure and functions of city government in the United States. The relation of the city to the state, the governing organs of the city, their influence, their relations to each other. Open to Freshmen and Sophomores.

XX. Local Government and Problems—2 hours. A detailed study of the county, township, and village in the United States, and of such problems as order, public safety, administration of justice, enforcement of law, good roads, institutional charity, etc. Open to Sophomores, Juniors and Seniors.

XXI. Modern European Governments—5 hours. The government of each country is outlined and compared with that of the United States. England, France, Germany, Switzerland, Austria, Hungary and Italy will be given special attention. Open to Sophomores, Juniors and Seniors.

XXII. Political Parties and Leaders—5 hours. A study of the origin, organization, methods, and operation of political parties in the United States; of the career, purpose, and achievements of prominent leaders. Open to Sophomores, Juniors and Seniors.

XXIII. Principles of Political Science—3 hours. A discussion of the state, its nature, origin, sovereignty, relation to other states; of the separation of powers and of the theory and powers of each department; of the authority of the state over the individual. Open to Sophomores, Juniors and Seniors.

XXIV. American Political Theories—3 hours. A study of the evolution of American political ideas from the colonial times to the present day. Open to Sophomores, Juniors and Seniors.

XXV. Contemporary International Politics—2 hours. A study of methods and goals of diplomacy; current problems in international relations such as the reorganization of Europe, The Far East, Pan-Americanism; efforts toward international cooperation and organization. Open to Juniors and Seniors.

XXVI. American Constitutional History I—5 hours. A careful study of the constitutional phases of American History from the early colonial unions to the transition period of 1829. Open to Sophomores, Juniors and Seniors.

XXVII. American Constitutional History II—5 hours. A study of the constitutional phases of American History from 1829 to the present time. Open to Sophomores, Juniors and Seniors.

XXVIII. Constitutional Law—5 hours. Federal jurisdiction and expressed powers, implied powers, citizenship, privileges and immunities of citizens, suffrage, taxation, laws impairing the obligations of contract, regulation of commerce, money, war. Open to Sophomores, Juniors and Seniors.

XXIX. International Law—5 hours. The development of the law of nations, its nature, source, and present status; the equality of states; the doctrine of intervention; the laws of war and peace; the rights and duties of neutrals; the arbitration movement. Open to Sophomores, Juniors and Seniors.

XXX. Political and Legal Status of Women—2 hours. The origin and growth of the legal and political rights of women from the earliest times to the present. The present legal and political status of women in the countries of Europe. Open to Sophomores, Juniors and Seniors.

XXXI. The Teaching of the Social Sciences—3 hours. (See course XVII above).

3. The Economics Major.

XXXII. Principles of Economics I—5 hours. A general treatment of the fundamental principles of economics. Open to collegiate students in any year of residence.

XXXIII. Principles of Economics II—3 hours. A more extended treatment of the fundamental principles of economics. Prerequisite, Principles of Economics I. Open to Sophomores, Juniors and Seniors.

XXXIV. American Industrial Development—5 hours. Commerce and industry as factors in colonizations. Tariffs, commercial policies, the merchant marine, industry and trade. Open to Freshmen and Sophomores.

XXXV. Industrial Development in Europe—2 hours. Particular attention to conditions in England. Problems of land ownership, manufacturing, and transportation. Open to Freshmen and Sophomores.

XXXVI. Money and Banking—5 hours. A careful survey of the general principles of money and of the nature and functions of banks. Special attention will be given to the organization and management of the new currency system. Open to Sophomores, Juniors and Seniors.

XXXVII. Corporation Finance and Investments—5 hours. A study of the methods used in financing new and old enterprises; analysis of different kinds of corporation securities and their status in reorganization and bankruptcy; the sale of and transfer of securities; the business cycle; factors to be considered in selecting investments. Open to Sophomores, Juniors and Seniors.

XXXVIII. General Sociology—5 hours. A fundamental course for students in Sociology. Facts, principles, and laws which treat of the evolution of society, social processes, social control, etc. Open to Sophomores, Juniors and Seniors.

XXXIX. Rural Sociology—5 hours. A study of the institutions and problems affecting rural, social and economic life, including rural credits, good roads, the land question, agricultural production and marketing, income on farms, labor, recreation, leadership, and the rural church, school, and social center. Open to collegiate students in any year of residence.

XL. Population—3 hours. Problems of population including such topics as family, marriage, divorce, Malthusian Law of population, immigration, congestion in cities. Open to Sophomores, Juniors and Seniors.

XLI. Crime and Poverty—3 hours. A study of poverty, its causes, prevention and methods of relief; the nature, causes, conviction and treatment of the criminal. Open to Sophomores, Juniors and Seniors.

XLII. Social Problems—2 hours. Primarily for beginners. Present day social questions and conditions. Open to Sophomores, Juniors and Seniors.

XLIII. Labor Problems—3 hours. Questions of wages, hours of work, employment of women, labor organizations, trade agreements, labor exchanges, arbitration and labor legislation. Socialism as a program for industrial reorganization so far as labor is concerned. Open to Sophomores, Juniors and Seniors.

XLIV. Public Finance—5 hours. The topics studied will include public expenditures and their economic effects, the general property tax, the income tax, the inheritance tax, the single tax systems and their administration and the separation of sources of state and local revenue. Open to Sophomores, Juniors and Seniors.

XLV. Transportation Economics—3 hours. A study of problems of highway, water and rail transportation and the related postal and telegraph services. Prerequisite, Principles of Economics I. Open to Sophomores, Juniors and Seniors.

XLVI. Foreign Trade Problems—3 hours. A present day study of exports and imports, foreign exchange problems, effect of international debts on direction of trade, and national trade policies. Prerequisite, Principles of Economics I. Open to Sophomores, Juniors and Seniors.

XLVII. Insurance—2 hours. A brief study of property and life insurance; principles involved and different types of policies. Open to Sophomores, Juniors and Seniors.

XLVIII. Industrial Combinations—3 hours. Circumstances and conditions which have led to large scale development. Extent and character of the corporate organization and the relation of these corporations to increased production, prices, wages and industrial legislation. Open to Sophomores, Juniors and Seniors.

XLIX. The Teaching of the Social Sciences—3 hours. (See course XVII above.)

TEACHING

Degree and Diploma Courses

I. Illustrative Teaching—The foundations of teaching are reviewed from the standpoint of teaching plans. The work consists mainly of discussions and observation of illustrative lessons, plan writing and lectures. Three hours a week. Prerequisite, 10 hours in Psychology and Education, except that students on the two-year Home Economics curriculum may take Psychology I and Illustrative Teaching at the same time. Credit required as a prerequisite for Teaching.

II. *Teaching Under Critic Supervision—10 hours. Students take charge of classes in the campus training school or in a consolidated school associated with the department of teaching, make and submit lesson plans, meet with critics for conferences, prepare comprehensive reports on the phases of teaching undertaken during the term and perform such other duties as may be assigned. Prerequisite, 15 hours in Psychology and Education, and credit for Illustrative Teaching. Open to Sophomores, Juniors and Seniors.

*Those who complete a Diploma curriculum requiring 10 hours of Teaching will need to have 5 additional hours in the Senior year on the Degree curriculum unless released by the department of teaching.

III. Primary Illustrative Teaching—2 hours. The theory of primary teaching, a study of lesson plans and projects, the observation and discussion of illustrative lessons. Prerequisite, Psychology I. Credit on the Primary and Kindergarten curriculums only. Four hours a week. Open to Freshmen and Sophomores.

IV. Primary Teaching and Criticism Under Critic Supervision—15 hours. Students take charge of classes, make and submit lesson plans, meet with critics for conference and criticism, prepare comprehensive reports on the work undertaken during the term, and perform such other duties as may be assigned. Opportunity is offered for getting this training in consolidated schools associated with the department of teaching. Prerequisite, Primary Illustrative Teaching. Open to Sophomores, Juniors and Seniors.

V. Kindergarten Theory for Primary Teachers—2 hours. Observation and discussion of Kindergarten work which is especially important for teachers in primary grades. Prerequisite, 15 hours in Psychology and Education. Credit on the Primary curriculum only. Four hours a week. Open to Sophomores, Juniors and Seniors.

VI. Kindergarten Theory I, II, III— $2\frac{1}{2}$, $2\frac{1}{2}$, and 2 hours. Credit on the Kindergarten curriculum only. Open to Freshmen and Sophomores.

(I) Child Life in its physical, mental and social aspects. Best material for the use of children from four to six years of age. Daily.

(II) Rhythms, Games, Plays, Songs, Block Work and beginning work in Fine Arts, including clay, drawing and painting. Daily.

(III) Industrial Arts for Kindergarten children, including work in wood, paper, cloth, etc. (Children's Literature with emphasis on the selection and presentation of poetry and stories.) Four hours a week.

VII. Kindergarten Theory IV and V—Each 3 hours. Credit only on the Kindergarten curriculum. Open to Sophomores, Juniors and Seniors.

(IV) Principles and Methods of Kindergarten and First Grade teaching. 3 hours a week. Prerequisite, 15 hours in Psychology and Education, one year of college credit, and Kindergarten Theory I, II and III.

(V) History of Infant Schools, Montessori, Nursery Schools, Froebelian and Modern Kindergartens. 3 hours a week. Prerequisite, Kindergarten Theory IV.

VIII. Kindergarten Teaching and Criticism Under Critic Supervision—15 hours. Credit on the Kindergarten curriculum only. Students take charge of Kindergarten work under direction of the critic, meet with critics for conferences and criticism, prepare comprehensive reports on the work undertaken, and perform such other duties as may be assigned. Prerequisite, 10 hours in Psychology and Education, Kindergarten Theory I, II, III. Open to Sophomores, Juniors and Seniors.

THE COLLEGE DIPLOMA DIVISION

Conditions of Admission—15 units of high school work, the same as admission to the four-year degree curriculums. For details, see "Defined Entrance Subjects".

Diplomas—An appropriate diploma is given for the completion of any of these curriculums. The diploma shows the special training pursued and commends the student for the special line or lines of work.

Certificates—Each graduate upon reaching the age of 18 is entitled to a five-year second grade state certificate without examination. This certificate authorizes the possessor to teach in any public school in the state.

Elective Credits—All electives on these curriculums must be chosen from Degree and Diploma courses outlined on the preceding pages of the catalog. Unless otherwise indicated in the notes under the curriculum, no electives may include credit from the professional group (Education, Rural Education and Teaching) and not more than 10 hours may be used in any major line, unless the constants require more, except that 15 hours may be used in foreign language.

Grade Points—As many grade points as hours of credit required at this institution are necessary for graduation.

Requirements for a Degree—The credits earned in securing a diploma will be used on a degree curriculum if the major line of work is not changed. For the distribution of work consult the Degree Curriculums and the pages showing Majors and Minors.

THE DIPLOMA CURRICULUMS

1. The Junior College Diploma.

This curriculum is organized to prepare high school graduates as grade teachers, supervisors or principals.

Suggestive Outline showing Required Courses

First Year—45 Term Hours

Psychology I	5 hr.	Psychology	5 hr.	Education, Sec. A.	5 hr.
Fresh. Electives	10 hr.	Fresh. Electives	10 hr.	English I	5 hr.
				Fresh. Electives.....	5 hr.
				Illus. Teaching, Credit	
				Required.	

Physical Training—Rhetorical Class Work.

Second Year—45 Term Hours

Education, Sec. B.	5 hr.	Teaching	5 hr.	Electives	15 hr.
Teaching	5 hr.	Electives	10 hr.		
Electives	5 hr.				

Physical Training.

Notes

1. The elective credits must include Botany or Nature Study, Physiography, Physiology or Hygiene and Sanitation, Physics (Everyday

Physical Science), American History, American Government, and Principles of Economics I, unless the corresponding subjects were accepted for entrance.

2. Five hours from The Elementary School, Educational Tests and Measurements, Mental Tests (A), Rural School Methods, or Rural School Management may be used as elective credit. Course V in Rural Education may be substituted for 5 hours from Section B in Education.

2. Primary Education Diploma.

Suggestive Outline showing Required Courses

First Year — 45 Term Hours

Psychology I	5 hr.	Psychology	5 hr.	Pri. Drawing I	2 hr.
Pri. Methods	5 hr.	Pri. Methods	5 hr.	Pri. & Kg. Music	3 hr.
Pri. Handwork	3 hr.	English I	5 hr.	Fresh. Electives	10 hr.
First Music	2 hr.				

Physical Training—Rhetorical Class Work.

Second Year — 45 Term Hours

Pri. Illust. Teach.....	2 hr.	Pri. Teaching		Education, Sec. B.....	5 hr.
Pri. Drawing II	3 hr.	and Criticism	15 hr.	Kg. Theory for Pri.	
Electives	10 hr.			Teachers	2 hr.
				Electives	8 hr.

Physical Training.

Notes

1. One section of the class will follow above outline and other sections will vary the outline so as to distribute the work in the different departments.

2. The electives must include 5 hours in English, 10 hours from two different sciences, and 3 hours of Hygiene and Sanitation unless Physiology was taken in high school or as a part of the collegiate work.

3. Five hours may be elected from Section A in Education or Section A in Rural Education. Course V in Rural Education may be substituted for 5 hours from Section B in Education.

3. Kindergarten Education Diploma.

Suggestive Outline showing Required Courses

First Year — 45 Term Hours

Psychology I	5 hr.	Psychology	5 hr.	English I	5 hr.
Kg. Theory I	2½ hr.	Kg. Theory II	2½ hr.	Kg. Theory III	2 hr.
Pri. Drawing I	2 hr.	Pri. Drawing II	3 hr.	Fresh. Electives	8 hr.
Fresh. Electives	5 hr.	Fresh. Electives	5 hr.		

Physical Training—Rhetorical Class Work.

Second Year — 45 Term Hours

Kg. Theory IV	3 hr.	Kg. Teach. and Crit. ..	5 hr.	Kg. Teach. and Crit. ..	5 hr.
First Music	2 hr.	Pri. Illust. Teach.....	2 hr.	Kg. Theory V	3 hr.
Kg. Teach. and Crit. ..	5 hr.	Pri. & Kg. Music	3 hr.	Prin. in Fund.	5 hr.
Elective	5 hr.	Education, Sec. B.	5 hr.	Elective	2 hr.

Notes

1. The electives must include 10 hours from two different sciences and 3 hours of Hygiene and Sanitation unless Physiology was taken in high school or as a part of the collegiate work.

2. Course V in Rural Education may be substituted for 5 hours from Section B in Education.

4. Art Education Diploma.

Suggestive Outline showing Required Courses

First Year — 45 Term Hours

Psychology I5 hr.	Psychology5 hr.	Education, Sec. A.5 hr.
Drawing I2½ hr.	Drawing II2½ hr.	Gen. Design3 hr.
Mech. Drawing I2 hr.	Perspective2½ hr.	Com'l. Illus.2½ hr.
Fresh. Elective5 hr.	Fresh. Elective5 hr.	English I5 hr.
		Illus. Teaching, Credit Required.

Physical Training—Rhetorical Class Work.

Second Year — 45 Term Hours

Education, Sec. B.5 hr.	Applied Arts I2½ hr.	Art Appreciation5 hr.
The Teach. of Art5 hr.	Int. Decoration2½ hr.	Applied Arts II3 hr.
Teaching5 hr.	Teaching5 hr.	Electives7 hr.
	Elective5 hr.	
	Physical Training.	

Note

Five hours from Section A in Rural Education may be substituted for 5 hours from Section A in Education. Course V in Rural Education may be substituted for 5 hours from Section B in Education.

5. Manual Arts Education Diploma.

Suggestive Outline showing Required Courses

First Year — 45 Term Hours

Psychology I5 hr.	Psychology5 hr.	Education, Sec. A.5 hr.
Mech. Drawing I2 hr.	Mech. Drawing II3 hr.	Mech. Drawing III3 hr.
Woodwork I3 hr.	Woodwork II2 hr.	Woodwork III2 hr.
English I5 hr.	Perspective2½ hr.	Design3 hr.
	Fresh. Elective2 hr.	Sheet Metal Wk. I 2½ hr.
		Illus. Teaching, Credit Required.

Physical Training—Rhetorical Class Work.

Second Year — 45 Term Hours

Woodwork IV5 hr.	Org. and Admin. of	Education, Sec. B.5 hr.
Teach. Man'l Arts....5 hr.	Man'l Arts.....3 hr.	Electives10 hr.
Teaching5 hr.	Teaching5 hr.	
	Electives7 hr.	
	Physical Training.	

Note

Five hours may be elected from courses in Manual Arts. Five hours from Section A in Rural Education may be substituted for 5 hours from Section A in Education. Course V in Rural Education may be substituted for 5 hours from Section B in Education.

6. Home Economics Education Diploma.

Suggestive Outline showing Required Courses

First Year — 45 Term Hours

General Biology I (b) 3 hr.	Physiology I (b)3 hr.	Psychology I5 hr.
Drawing and Design .3 hr.	Applied Design3 hr.	Food Prep. I5 hr.
Chemistry X5 hr.	Chemistry XI5 hr.	English I5 hr.
Clothing I4 hr.	Clothing II4 hr.	Illus. Teaching, Credit Required.

Physical Training—Rhetorical Class Work.

Second Year — 45 Term Hours

Psychology	5 hr.	Hist. of Voc. Educ.....	3 hr.	H. Fur. & Decoration ..	2 hr
Food Prep. II	5 hr.	Voc. Sch. Admin.	2 hr.	Household Physics	3 hr.
Chemistry XII	3 hr.	Home & Com. Hyg.	3 hr.	Teaching	5 hr.
House Planning	2 hr.	Teaching	2 hr.	Elective	5 hr.
		Elective	5 hr.		
		Physical Training.			

7. Commercial Education Diploma**Suggestive Outline showing Required Courses****First Year — 45 Term Hours**

Psychology I	5 hr.	Psychology	5 hr.	Education, Sec. A.	5 hr.
English I	5 hr.	Accounting I	5 hr.	Accounting II	5 hr.
Fresh. Elective	5 hr.	Com'l Correspond.....	3 hr.	Com'l Law	5 hr.
		Advertising	2 hr.	Illus. Teaching, Credit	
				Required.	

Physical Training—Rhetorical Class Work.

Second Year — 45 Term Hours

Com'l & Ind. Geog.....	5 hr.	Shorthand II	5 hr.	Shorthand III	5 hr.
Shorthand I	5 hr.	Teaching	5 hr.	Education, Sec. B.	5 hr.
Teaching	5 hr.	Elective	5 hr.	Elective	5 hr.
Typewriting, Cr. Req.		Typewriting, Cr. Req.		Typewriting, Cr. Req.	
		Physical Training.			

Notes

1. The electives must include American Government and Principles of Economics I unless the corresponding subjects were accepted for entrance, and 5 hours of Mathematics unless 3rd semester Algebra was accepted for entrance.

2. Five hours from Section A in Rural Education may be substituted for 5 hours from Section A in Education. Course V in Rural Education may be substituted for 5 hours from Section B in Education.

8. Public School Music Education Diploma.**Suggestive Outline showing Required Courses****First Year — 45 Term Hours**

Music I	3 hr.	Music II	3 hr.	Theo. of Music	3 hr.
English I	5 hr.	Voice	1 hr.	Voice	1 hr.
Voice	1 hr.	Piano	1 hr.	Piano	1 hr.
Piano	1 hr.	Fresh. Electives	10 hr.	Fresh. Electives	10 hr.
Fresh. Elective	5 hr.				

Physical Training—Rhetorical Class Work.

Second Year — 45 Term Hours

Harmony I	3 hr.	Harmony II	3 hr.	Music Appreciation I ..	3 hr.
Music Meth. I	2 hr.	Music Meth. II	3 hr.	History of Music I ..	2 hr.
Psychology I	5 hr.	Conducting	2 hr.	Education, Sec. A.	5 hr.
Elective	5 hr.	Psychology	5 hr.	Elective	5 hr.
		Elective	2 hr.	Illus. Teaching, Credit	
				Required.	

Physical Training.

Third Year — 45 Term Hours

Hist. of Mus. II	3 hr.	Teaching	3 hr.	Teaching	2 hr.
Education, Sec. B.	5 hr.	Electives	12 hr.	Electives	13 hr.
Teaching	2 hr.				
Elective	5 hr.				

Notes

1. The electives must include 6 hours of credit in Applied Music (Voice, Piano, Organ, Violin or other Orchestral Instruments) and may include a total of 15 hours in Public School Music, 12 hours in Applied Music, and 10 hours from Section C in Education.

2. Five hours from Section A in Rural Education may be substituted for 5 hours from Section A in Education. Course V in Rural Education may be substituted for 5 hours from Section B in Education.

SUB-COLLEGIATE DIVISION

1. Conditions of Admission

For admission to this division the student must be 16 years of age and must have completed the eighth grade work in a rural or standard graded school. Those who have completed the rural school only need to possess the Rural School Diploma. Mature students past 18 years of age who do not meet above requirements may be admitted to pursue uniform county certificate subjects in special cases.

2. Uniform County Certificates

The second and third grade uniform county certificates require the following subjects: Didactics, Reading, Orthography, Arithmetic, U. S. History, Grammar, Geography, Physiology, Music, Penmanship, Agriculture, and Domestic Science or Manual Training.

The first grade uniform county certificate requires Civics, Economics, Algebra and Physics in addition.

Examinations for these certificates are conducted at the college on the same dates as in the different counties.

The passing grades are as follows:

First grade—average 85 per cent., no grade below 75 per cent.

Second grade—average 75 per cent., no grade below 70 per cent.

Third grade—average 65 per cent., no grade below 60 per cent.

3. Students Making Up Entrance Conditions

The courses of study offered are sub-collegiate in character and deficiencies occurring in secondary school preparation can be removed by taking the quantity designated by the Registrar.

THE RURAL TEACHER CURRICULUM

1. Minimum entrance requirement: The Rural School Diploma, or the equivalent. Age 16.

2. The recognition for graduation is the Rural Teachers Diploma. The five year Rural Teachers Certificate may be received at 18 years of age.

3. The branches included in the curriculum are as follows:

I. Second Grade Uniform County Certificate Subjects:

Didactics	Physiology
Reading	Vocal Music
Arithmetic	Penmanship
Geography	First Domestic Science
U. S. History	First Agriculture
Orthography	Elementary Woodwork
English Language and Grammar.	

II. First Grade Uniform County Certificate Subjects:

Elementary Civics	Algebra
Elementary Economics	Physics

III. Other Required Subjects:

Elementary Psychology, one term.
 General Methods, one term.
 Observation and Teaching, one term.
 The Country School, one term.
 Second Agriculture, one term.
 Second Domestic Science, one term.
 Elementary Handwork, one term.
 Elementary Drawing, one term.
 Physical Training, five terms.
 Recreational Music, one term.

IV. Elective Subjects:

Additional work selected from the following sub-collegiate courses so as to have full entrance to a collegiate curriculum at this institution.

Note

Grades of 85 per cent. or more on a Uniform County Certificate earned in an examination during a term when the student is not enrolled will release from the respective courses required in I and II above.

DEPARTMENT COURSES

Note—These courses may be used for credit on the Rural Teacher curriculum and for completing college entrance requirements. For details regarding the amount of credit that can be used along any line see "Entrance Requirements" for college work on previous pages of the catalog.

ART AND MANUAL ARTS**Sub-collegiate Courses**

1. **Elementary Drawing**—Principles of drawing, color and elementary design, suitable for rural schools, intermediate and grammar grades.
2. **Elementary Handwork**—Primarily for teachers in rural and small village schools. Credit required on Rural Teacher curriculum.
3. **Elementary Woodwork**—Three terms work is offered in this line.
4. **Elementary Mechanical Drawing**—Three terms work may be secured.
5. **Upper Grade Handwork.**

ENGLISH**Sub-collegiate Courses**

1. **First Half Language and Grammar**—A course for students entering with a rural school diploma or a uniform county certificate with a grade less than 75 per cent.
2. **Second Half Language and Grammar**—A continuation of first half.
3. **Complete Language and Grammar**— $\frac{1}{2}$ unit*. A course for students entering with two years of high school credit or a uniform county certificate with a grade over 74 per cent.

*One-half unit entrance credit if taken after 8 units have been earned.

4. **Orthography** — Spelling, pronunciation, diacritical marks, orthoepy, etc.

5. **Reading** — The aim is to develop the student's power of expression, and to give practical suggestions in regard to effective teaching of reading.

6. **First English Composition** — $\frac{1}{2}$ unit. Open to all students who have had but little work in technical composition.

7. **Second English Composition** — $\frac{1}{2}$ unit. Open to students who have had First Term Composition or the equivalent.

8. **First English Classics** — $\frac{1}{2}$ unit. The reading is similar to that usually taken up in the early years of high school.

9. **Second English Classics** — $\frac{1}{2}$ unit. Planned for intensive study of classics usually taken up in advanced grades of high schools. Prerequisite, First English Classics or the equivalent.

10. **History of English Literature** — $\frac{1}{2}$ unit. This is a general survey of the field of English Literature with standard textbook as the basis of the work. Collateral reading is done to illustrate the main lines of study. Prerequisite, two terms of Composition and two terms of English Classics or the equivalent.

11. **Elementary Elocution** — $\frac{1}{2}$ unit. The work of Reading is continued, based on the same psychological principles. Preliminary and suggestive work will be given which will assist the student in teaching Literature and Reading in the grades.

HOME ECONOMICS

Sub-collegiate Courses

1. **First Domestic Science** — Both sewing and cooking. Will give credit on the uniform county certificate in lieu of the regular examination.

2. **Second Domestic Science** — Sewing and cooking continued.

MATHEMATICS AND COMMERCE

Sub-collegiate Courses

1. **First Half Arithmetic** — From beginning to percentage. For students who have less than 75 per cent. in Arithmetic on a uniform county certificate.

2. **Second Half Arithmetic** — Continues work of first half. Can be taken by students desiring to review the latter half of the subject.

3. **Complete Arithmetic** — $\frac{1}{2}$ unit**. For students entering with two years of high school credit or a uniform county certificate with a grade over 74 per cent.

4. **First Algebra** — $\frac{1}{2}$ unit. To fractional equations with one unknown.

5. **Second Algebra** — $\frac{1}{2}$ unit. Completes requirements for first grade uniform county certificate.

6. **First and Second Algebra** — An abridged course covering the essentials of the first and second terms work. Covers requirements for

**One-half unit entrance credit if taken after the completion of third semester algebra or eight units of entrance credit.

a first grade certificate and is recommended to students desiring to review for examination. Open only to those who have had one year of high school algebra.

7. **Third Algebra** — $\frac{1}{2}$ unit. Beginning with quadratics.
8. **First Plane Geometry** — $\frac{1}{2}$ unit. Books I and II.
9. **Second Plane Geometry** — $\frac{1}{2}$ unit. Completes Plane Geometry.
10. **Solid Geometry** — $\frac{1}{2}$ unit. The geometry of planes and solids.
11. **First Penmanship** — The fundamentals of muscular movement writing. Methods for rural and graded schools.
12. ***Advanced Penmanship** — Special attention to individual needs of students.
13. **First Typewriting** — Touch system, rhythm drills, writing business letters. Net speed of from 30 to 40 words per minute.
14. **Advanced Typewriting** — Second and third terms. Thorough knowledge of business forms, dictation, manifolding, etc. Special attention to increased speed.
15. **Typewriting A** — The essentials of first and second Typewriting for students who have had at least one-half year typewriting or equivalent preparation. Students who are admitted to this course may not have credit for first and second Typewriting on the Commercial Education curriculum.
16. **Elementary Bookkeeping** — $\frac{1}{2}$ unit. The fundamental principles of bookkeeping. Journalizing, posting, taking trial balances, developing statements, showing results and conditions of business, closing the ledger, comparison of single and double entry systems.

MUSIC

Sub-collegiate Courses

1. **Elementary Music** — The essentials of music for the uniform county certificate examination. Songs, chorus work, scale writing, etc. Five days per week.
2. **Recreational Music** — (May substitute for one term of Physical Training.) A variety of songs will be used. Music for enjoyment, musical games and plays, national songs of various countries. Three days a week.

Private Work in Organ, Piano and Voice

(For private work in Organ, Piano, and Voice, see Special Music curriculums.)

Orchestral Music

(For private work in Violin and Orchestral Instruments, see Special Music curriculums.)

NATURAL SCIENCE

Sub-collegiate Courses

1. **Elementary Zoology** — $\frac{1}{2}$ unit. The general principles of the subject are presented by a careful study of a few illustrative types.

*Five terms of advanced penmanship may be secured. A Department Certificate is granted for proficiency. The work of a Palmer Certificate is covered.

2. **Physiology** — $\frac{1}{2}$ unit. Emphasis will be placed upon the importance of hygiene. Many practical demonstrations will be given.

3. **Elementary Botany** — $\frac{1}{2}$ unit. A general elementary course covering plant morphology, physiology and ecology.

4. **First Agriculture** — $\frac{1}{2}$ unit. The important portions of general agriculture. The successful completion of this course will give credit on the uniform county certificate **in lieu of the regular examination.**

5. **Second Agriculture** — $\frac{1}{2}$ unit. Additional emphasis upon injurious insects, fungus diseases, sprays and spraying, pruning, etc.

6. **Physiography** — $\frac{1}{2}$ unit. A review of mathematical geography and elementary meteorology will precede the more detailed study of our land forms, their origin and agents at work upon the land producing them.

7. **First Half Geography** — A course for students entering with a rural school diploma or a uniform county certificate with a grade less than 75 per cent.

8. **Second Half Geography** — A continuation of first half.

9. **Complete Geography** — A course for students entering with two years of high school work or a uniform county certificate with a grade over 74 per cent.

PHYSICAL EDUCATION

1. ***Physical Training for Men** — Six terms of credit from following:

Gymnastics	**Swimming
Apparatus	Tennis
Volley Ball	Track Athletics
Basket Ball	
Foot Ball	
Base Ball	

2. ***Physical Training for Women** — Six terms of credit from:

Gymnastics	Unorganized Games
Folk Dancing	Simple Team Games
Classical Dancing	Volley Ball
Natural Dancing	Base Ball
Social Dancing	Basket Ball
**Swimming	Tennis
Life Saving	Cricket
Track Athletics	Archery
Hockey	Soccer

PHYSICS

Sub-collegiate Courses

1. **First Physics** — $\frac{1}{2}$ unit. Mechanics, sound, heat.

2. **Second Physics** — $\frac{1}{2}$ unit. Magnetism, electricity, light.

3. **Theory of Elementary Physics** — This course covers the theory of first and second physics. Open only to those who have had one year of secondary physics.

*Six term credits are required of all students, one each term during the first six terms in attendance. The first year's work requires three periods per week and the second year's work two periods per week. One term of Recreational Music may be substituted for one term of this practical work.

**A Department Certificate is granted for proficiency in swimming.

RELIGIOUS EDUCATION

Sub-collegiate Course

Studies in the Bible— $\frac{1}{2}$ unit. Using the Bible as a textbook, the purpose of this course will be to give the student such a knowledge of Bible history and incident as will enable him to recognize and appreciatively understand scriptural allusion in his reading and study of the English classic writers, and to make him familiar with the Christian ideals of good citizenship and right living.

RURAL EDUCATION

Sub-collegiate Courses

1. ***Didactics**— $\frac{1}{2}$ unit. The management and teaching of a rural school based on laboratory results in rural demonstration schools.

2. **Elementary Psychology**— $\frac{1}{2}$ unit. The elements of psychology of most use in teaching children in the elementary grades.

3. ***General Methods**— $\frac{1}{2}$ unit. The methods of teaching the common branches in rural schools. Prerequisite, Elementary Psychology.

4. ***The Country School**— $\frac{1}{2}$ unit. Leadership in the rural schools as a factor in developing the latent possibilities of rural life. Prerequisite, two of above courses.

5. **Teaching and Observation**—Eight weeks of directed illustrative observation work and four weeks of supervised teaching in a rural demonstration school cooperating with the College. Prerequisite, one year of work at this institution, including three of above courses.

SOCIAL SCIENCE

Sub-collegiate Courses

1. **First Half United States History**—Colonial and Revolutionary Period. A course for students entering with a rural school diploma or a uniform county certificate with a grade less than 75 per cent.

2. **Second Half United States History**—National Period. A continuation of the first half.

3. **Complete United States History**— $\frac{1}{2}$ unit**. For students entering with two years of high school work or a uniform county certificate with a grade over 74 per cent.

4. **First General History**— $\frac{1}{2}$ unit. Ancient History to Charlemagne.

5. **Second General History**— $\frac{1}{2}$ unit. Medieval and Modern History after 800 A. D.

6. **Civics of Iowa and the United States**— $\frac{1}{2}$ unit. Community institutions and activities. organization of township, county and state governments; a consideration of the legislative, executive, and judicial departments; a study of the constitution.

7. **Elementary Economics**— $\frac{1}{2}$ unit. A general survey of the laws and principles of economics, together with their application to such economic problems as the time and ability of the class will permit.

*Not more than one unit may be secured in pedagogical subjects.

**One-half unit entrance credit if taken after 8 units have been earned.

SPECIAL MUSIC CURRICULUMS

Conditions of Admission—Students are admitted to these special music curriculums on liberal terms as to preparatory training, and are encouraged to begin early enough to develop the skill and capability for professional artistic success that are so notably demanded in teachers of this kind.

Conditions of Graduation—A special Music Diploma will be awarded to such persons as complete satisfactorily any one of the curriculums here outlined, it being understood that skill and capability as musicians are also qualities to be attained. On account of these conditions the exact time required to complete any one of the curriculums cannot be stated in school years. The candidate must have sufficient proficiency in the special line chosen to secure the recommendation of the professor in charge of the work in order to apply for graduation.

I. Voice, Piano and Organ

The requirements for graduation include:

1. Two lessons a week for at least two years in the major study, all this work is to be done, if possible, under the instructor recommending for graduation.
2. Satisfactory public performance of a recital in the major study, the program to be of moderate difficulty.
3. Two years of a "minor" study in music (piano, organ, voice, or any of the instruments taught in the orchestral department). It is understood that two lessons a week in the minor for one year shall not be the equivalent of two years' study.
4. Harmony equivalent to the texts of Chadwick or Bussler.
5. Two terms of Music History.
6. One five-hour course of general culture each term.
7. Sufficient academic credit to give full entrance to a collegiate curriculum at this institution.
8. Physical training during the first six terms in attendance.
9. Rhetorical Class Work—three terms, if a collegiate student.

Department Certificate for Proficiency

A certificate for proficiency in any of these lines will be awarded by the department upon recommendation of the instructor in charge of the student's work.

II. Violin

The requirements for graduation include:

1. The satisfactory completion of violin work covering scales and finger exercises; Schools and Studies by DeBeriot, Sevcik, Gruenberg, and Kayser; Scales and arpeggi in three octaves; Studies by Sitt, Kreutzer, Fiorillo and Rode; Concertos; Vietto 23d; DeBeriot, 6th and 7th; Rode, 4th and 7th; Bach E Major; Mendelssohn concerto; Sonatas by Handel and Corelli; and miscellaneous solos by standard composers.

2. Two years of piano (one lesson a week).
3. Two years of harmony—the equivalent of Chadwick's text.
4. Two terms of Music History.
5. Orchestra and Ensemble during the course.
6. One five hour course of general culture each term.
7. Sufficient academic credit to give full entrance to a collegiate curriculum at this institution.
8. Physical training during first six terms in attendance.
9. Rhetorical Class Work—three terms, if a collegiate student.
10. Six hours credit in Normal Course in Violin.

III. Violincello

The study of the 'cello corresponds to that outlined for the violin.

IV. Wind Instruments

The Flute, Oboe, Clarinet, Bassoon, Cornet, Trömbone, French Horn, Bassett Horns, Sarrusophones, and Saxophone require work similar to that outlined for the Violin. Not more than one hour of credit may be given for work with the Saxophone.

Department Certificate for Proficiency

A certificate for proficiency in any one of these lines will be awarded by the department upon the recommendation of the instructor in charge of the student's work. Three hours credit in Normal Course in Violin is required for the department certificate in Violin.

Notes

1. Recitals and concerts given at the college constitute an integral part of the student's work.
2. For free advantages, instruments loaned, college orchestra, college band, training school orchestra, the junior band, and ensemble class see "Orchestral Music".

RECENT GRADUATES

With the Work and Location During the School Year 1923-24

MARCH, 1923

Degree Curriculum

Bachelor of Arts in Education

Adler, Louise A.	LeMars
Home Economics, I. S. T. C., Cedar Falls	
Fobes, Clark William	Northfield, Minn.
Superintendent, Brentford, South Dakota	
Hollis, L. Geneice	Cedar Falls
Physical Education, I. S. T. C.	
Hood, Florence Marie	Atlantic
Mathematics and English, Sioux City, 2024 Pierce St.	
Ingram, Blanche	Bedford
Mrs. A. L. Acree, Hopkins, Missouri	
Pesch, Herbert Lindsey	Clayton
Principal of High School, Guttenberg	
Stout, Earl Jonathan	West Bend
Superintendent, English, Dunkerton	

Diploma Curriculum

Barnes, Helen Mary—The Junior College	Cherokee
Eighth grade, Larrabee	
Barnes, Nelle E.—The Junior College	Cherokee
Broghamer, Clarice	Calmar
Fourth Grade, Sioux City, 1719 Douglas St	
Cooley, Rubie—Primary	Chariton
Primary, Redfield	
Durfey, Mabel M.—The Junior College.....	Edgewood
Fifth grade, Rippey	
Eberhard, Alo—Public School Music	Guttenberg
Music, Drawing, Penmanship, New Hartford	
Faeth, Pearl—The Junior College	Ft. Madison
Furleigh, Eleanor E.—The Junior College	Clear Lake
Third and Fourth grades, Iowa Falls. 1204 Main St.	
Hirschmiller, Mabel S.—Primary	Floyd
Second grade, Carroll. 118 W 6th St.	
Hjelle, Marie—The Junior College	Decorah
Critic in Training, I. S. T. C., Cedar Falls, 2303 Olive St.	
Hoker, Gertrude Marie—The Junior College	Wheatland
Third grade, Alta	
Keeler, Majel—Primary	Northwood
Second grade, Tipton	
Kelleher, Marie M.—The Junior College	Elkader
Kennedy, Nell Jeanette—Primary	Traer
Latta, Jessie—Primary	Storm Lake

Leahy, Martha Margaret—The Junior College	Cedar Rapids
Seventh grade, Williamsburg	
Madsen, Edna—Primary	Harlan
Third grade, Akron	
Maland, Evelina—Primary	Kanawha
Martini, Edna—The Junior College	Emmetsburg
Seventh grade, Remsen	
Matson, Ella Carroll—Primary	Goldfield
First grade, West Bend	
Mehaffy, S. Laverne—Primary	Morning Sun
Primary, Waverly. 413 E. Water St., S.	
Morgenson, Einer C.—Manual Arts	Cedar Falls
Student, I. S. T. C., Cedar Falls. 2119 College St.	
McArthur, Jessie—The Junior College	Independence
Junior High School, Cherokee. 426 Sherman Ave.	
McElhinney, Elsie—Home Economics	Morning Sun
Student, I. S. T. C., Cedar Falls. Bartlett Hall	
Savidge, Lura E.—The Junior College	Geneva
Seventh grade, Algona	
Schmidt, Ethel W.—Primary	Garnavillo
Second grade, Early	
Short, Owen W.—Manual Arts	Hazelton
Sylvester, Alice Marion—Home Economics	Glidden
Home Economics, Janesville.	
Weaver, Gertrude Sperry—Primary	New Market
Primary, Sioux City. 2024 Pierce, Apt. 2.	
Wilson, Leola Gertrude—Home Economics	Barnes City
Home Economics, Deep River	
Winch, Roma E.—Primary	Littleport
First and Second grades, Essex	

Certificates from Departments

Critic Teacher

Cadwell, L. Ruth	Boone
The Junior College Diploma, Mar. 8, 1921.	
Ingram, Blanche	Bedford

MAY, 1923

Degree Curriculum

Bachelor of Arts in Education

Abbott, Orville Laurence	Conesville
French and Latin, Cedar Falls. 903 Main St.	
Ames, John B.	Marshalltown
Student, I. S. C., Ames.	
Boyd, Mary	Boone
Principal of High School, Rowan	
Brown, Roy Edward	Cedar Falls
Superintendent, Finchford Consolidated, Janesville	
Busby, Harrison Walker	Cedar Falls
Biology, Vieques, Porto Rico.	
Cadwell, Lucy Ruth	Boone
Supervisor, Sixth grade, Oxford, Ohio. 126 E. Church St.	
Carpenter, Freda Irene	Pella
Home Economics, Carroll. 908 N. Adams St.	

- Cole, AbbieCedar Falls
English and Public Speaking, Decorah. 309 W. Broadway.
- Corning, Dorothy M.Cedar Falls
Supervisor of Music, Mapleton. 112 S. 8th St.
- DeWitt, Oma RuthTingley
Commercial, Humboldt
- Dudack, AnnaElma
Principal of High School, Otranto
- Fuller, Alberta HarrietCedar Falls
History, High School, LeMars.
- Gardner, Grace M.Kensett
English, I. S. T. C., Cedar Falls
- Gaffin, Myrtle EthelCedar Falls
Commercial, I. S. T. C., Cedar Falls.
- Hemenway, Julia A.Cedar Falls
Physical Education, Hampton. Box 235
- Hodgin, Sara B.Whittier
Principal of High School, Science, Mathematics, Ross
- Horbach, Gladys E.Inver Grove, Minn.
Physical Training, Newton
- Johnson, Frank ObboKanawha
Mathematics and Physics, Jewell. Box 143
- Junkin, LucileEarlham
Mrs. Earl Schalke, Earlham
- Kloster, Edna L.Forest City
Mathematics and English, Clarion
- Lodwick, AnneMystic
- Luce, Arnold EugeneWaterloo
- Mentzer, Ethyl GraceCedar Falls
Public School Music, Sanborn
- Mott, Sina MirandaPaullina
Student, The Bible Seminary, New York City. 541 Lexington Ave.
- Mullarky MarjorieCedar Falls
French and Latin, High School, Deadwood, South Dakota
- McGarvey, IreneHudson
Principal of High School, English, St. John, North Dakota
- McKinstry, Jay AlbertCedar Falls
Manual Training, Physical Training, Washington
- Ogan, Elizabeth GarlandWaterloo
Principal of High School, Washta
- Osburn, Bernice B.Cedar Falls
Sioux City
- Osburn, Burl N.Cedar Falls
Manual Training, North Junior High School, Sioux City
- Partington, Vivien S.Cedar Falls
English, High School, Wapello
- Peterson, Amy CaseBelmond
English, High School, Charles City
- Ritter, Lillian TorpeyCedar Falls
- Roberts, Ruth LeotaSpencer
Commercial and Mathematics, Greene
- Robinson, BerthaDes Moines
English, High School, Melcher
- Rugg, GlennysCedar Falls
Public School Music, Story City
- Sandven, Semon A.Sloan
- Satterfield, Marion Rebecca.....Glidden
Normal Training Critic, Mapleton. 112 S. 8th St.

Schmidt, Dorothy Mae	Hancock
Physical Director, Carroll. 1008 N. Carroll St.	
Schmidt, Jr., Fred J.	Garnavillo
Superintendent, Boxholm	
Strandskov, Herluf Haldan	<i>Lindsay, Nebr.</i>
Student, University of Illinois, Urbana, Illinois. 308 Botany Dept.	
Walleser, Elsie Kathryn	Garnavillo
Wheeler, Frances Loring	DeWitt
English, Randalia	
Woodcock, Lucile Octavia	Van Cleave
Principal of High School, Science and Mathematics, Deep River	

Diploma Curriculum

Adams, Dorothy Mae—The Junior College	Muscatine
English in Sixth, Seventh and Eighth grades, Muscatine.	
1407 Mulberry Ave.	
Adle, Ruth—The Junior College	Sidney
Third and Fourth grades, Hamburg	
Allen, Nellie Wenona—The Junior College	Winthrop
Fourth grade, Dunkerton	
Altwegg, R. Hazel—Primary	Lakota
Andrews, Ray C.—Manual Arts	Valley Junction
Arsers, Ethel Vera—Public School Music	Osage
Public School Music, Clarksville	
Back, Signe Regina—Primary	Exira
Primary, Epworth	
Ballheim, Hester Lillie—The Junior College	LaPorte City
Bartle, Frances—Home Economics	Centerville
Domestic Science in High School, LeClaire	
Bartlett, Helen Lorraine—Primary	Creston
Second grade, Lohrville. Box 322	
Behm, Helen Mabelle—The Junior College	Hubbard
Geography in Junior High School, Independence	
Bell, Florence M.—The Junior College	Murray
Bengtson, Irnie J.—The Junior College	Aurelia
Bentley, A. Amelia—Primary	Rhodes
First grade, Conrad	
Betz, Helen G.—Home Economics	Grimes
Domestic Science, High School, Grimes	
Blaufuss, Albertine B.—The Junior College	Denver
Fourth grade, Toledo	
Blocker, Viola Lavanche—Primary	Clutier
Primary, Dinsdale	
Bloomberg, Mabel R.—The Junior College	Mediapolis
Fifth and Sixth grades, Lake City	
Bockenthien, Viola J.—The Junior College	Iowa City
Fourth grade, Sibley	
Bogen, Gertrude Murriel—Public School Music	Le Mars
Public School Music, Manly	
Boggs, Ella Maurine—Kindergarten	Fort Dodge
Kindergarten, Charles City. 507 Illinois St.	
Boss, Alberta Lucille—Primary	Oelwein
Bowman, Lucile—Primary	Toledo
Primary, Webster	
Bowers, True Marie—Primary	Lisbon
Braden, Ida—The Junior College	Hedrick
High School, Braddyville	

- Brandt, Mrs. Mary Katherine—PrimaryLenox
Third grade, West Liberty. 419 Cahoun St.
- Brenizer, Lois—The Junior CollegeSalem
- Brocksus, Blanche—The Junior CollegeMarengo
Principal of Junior High School, Dysart
- Brodale, Othelia C. G.—The Junior CollegeOttosen
Grade teacher, Ellis, South Dakota
- Broghamer, Marcella B.—PrimaryCalmar
Second grade, LeMars.
- Brosdal, Gertie J.—PrimaryKensett
Third grade, Milford
- Brown, Elizabeth B.—Public School MusicCharles City
Public School Music, McCallsburg
- Buck, E. Cathryn—The Junior CollegeLaPorte City
Fifth grade, Sanborn
- Bunn, Mildred O.—Public School MusicWaterloo
Public School Music and Penmanship, Gilman
- Burger, Gladys—The Junior CollegeSalix
Grade, Fort Collins, Colorado. 619 Whedbee St.
- Busby, Lora A.—PrimaryWashington
Assistant Principal, Grade School, Washington
- Bushgens, Raymond F.—Manual ArtsRemsen
Principal, Brooks
- Byvank, Elsie Delia—Public School MusicWaterloo
Public School Music, Independence
- Carlsen, Frances J.—The Junior CollegeSpencer
Student, I. S. T. C., Cedar Falls. 1013 W. 23rd St.
- Carter, Chloe Adair—PrimaryMarshalltown
Third grade, Oelwein. 115 2nd St. E.
- Cathcart, Mary Ellen—The Junior CollegeCenterville
Fifth grade, Waterloo. 330 Vine St.
- Cedarholm, Ruth E.—KindergartenBoxholm
First grade, Castana
- Chalma, Jennie—PrimaryJewell
Second grade, Cleghorn
- Chase, Janet V.—The Junior CollegeGreeley
Fourth grade, Montezuma
- Childs, Inez Elizabeth—PrimaryWaterloo
Third grade, Toledo
- Christensen, Anna Marie—Home EconomicsGrand Mound
Kenwood Park
- Christensen, Ethel Lucille—The Junior College.....Latimer
Fourth grade, Manning
- Claeson, Lily Josephine—PrimaryRed Oak
Primary, Olds
- Clark, Margaret Grace—PrimaryPackwood
Primary, Orient
- Clark, Myrle M.—The Junior College.....Hedrick
- Coffin, Dorice M.—KindergartenCedar Falls
Kindergarten, Manilla
- Conder, Worth L.—Manual ArtsBedford
Manual Arts and Athletics, Akron
- Conradi, William C.—The Junior CollegeSibley
Student and Assistant Librarian, Wartburg Normal College,
Waverly
- Damman, Bonita—The Junior CollegeSanborn
Fifth grade, Estherville. 403 N. 6th St.
- Dawson, Lucile A.—KindergartenWaterloo

Deakin, Helen Elinor—Kindergarten	Marshalltown
First grade, Marshalltown. 805 W. Church St.	
Decker, Darlene O.—Kindergarten	Waterloo
Demuth, Margaret—Public School Music	Jesup
Public School Music and Penmanship, Center Point	
Denton, Arlene—Primary	Harlan
First Grade, Waterloo. 329 Independence Ave.	
Derrickson, Ethel—Primary	Coin
First grade, Onawa	
Dickey, Lucille M.—Kindergarten	Hedrick
Kindergarten, Sibley	
Dille, Mary Elma—Primary	Diagonal
Fourth grade, Clarion	
Dockum, Helen M.—Public School Music	Meltonville
Public School Music, Hansell	
Dolecheck, Silva Margaret—The Junior College	Diagonal
Dowlin, Kathryn I.—Primary	Bedford
Third grade, Lohrville	
Dowlin, Virginia—Kindergarten	Blockton
Kindergarten, Shenandoah. 704 Maple St.	
DuBois, Gladys Faye—Primary	Cedar Falls
First grade, Oelwein	
Dunn, Elizabeth D.—Primary	Cherokee
Second grade, Anvil, Michigan. Box 41	
Dunn, M. Louise—Primary	Cherokee
Primary, Larchwood	
Eernisse, Mary Rozelia—Primary	Hull
Grade, Primghar	
Elson, Edna Mae—The Junior College	Fairfax
Ely, Ruth Geneve—Art	Webster City
Engelking, Elsie C.—Primary	Lisbon
Erichsen, Marie Anna—The Junior College	Peterson
Seventh and Eighth Departmental, Manilla. Box 374.	
Eye, Pearl—The Junior College	Rockwell
Critic in Training, I. S. T. C., Cedar Falls. 2313 Walnut St.	
Ferrie, Dorothy Irene—The Junior College	Cresco
Sixth grade, Belmond	
Fike, Fama Lucille—Public School Music	Chariton
Public School Music, Van Meter	
Fluke, Nellie—The Junior College	Redding
Student, I. S. T. C., Cedar Falls. Bartlett Hall	
Ford, Edna—The Junior College	Gilmore City
Fifth and Sixth grades, Winthrop	
Forward, Lynne—Kindergarten	Sheldon
Substitute Teacher in City Schools, Sheldon	
Foster, Elva M.—The Junior College	Albia
Departmental, Albia	
Fottral, James E.—Manual Arts	Thornburg
Student, I. S. T. C., Cedar Falls. 2119 College St.	
Fouser, Emily O.—Primary	Ellston
Primary, Bennett	
Fox, Bessie Caroline—The Junior College	Waterloo
Student, University of Minnesota, Minneapolis.	
Frey, Deane M.—The Junior College	Aplington
Mathematics, Junior High School, Iowa Falls	
Fuerste, Louise—Teacher of Violin	Guttenberg
Student, American Conservatory, Chicago, Ill. 4051 Broadway	

- Furman, Vera M.—Home Economics*Miller, S. D.*
Home Economics, New Albin
- Gallagher, Rosalie Esther—The Junior College*Elmore, Minn.*
Fifth and Sixth grades, East Chain, Minnesota
- Garber, Sybil E.—Primary*Correctionville*
- Geuder, Clara E.—Public School Music*Guttenberg*
Public School Music, Tipton
- Gibb, Eileen Louise—Kindergarten.....*Tarkio, Missouri*
Kindergarten, Kansas City. 608 Oakland Ave.
- Gibson, Lois E.—The Junior College*Andrew*
Fourth Grade, Manilla.
- Gibson, Muriel Blanch—Kindergarten*Fort Dodge*
Kindergarten, Fort Dodge. 226 So. 4th. St.
- Gilchrist, Helen E.—Home Economics*Walker*
- Gilchrist, Mary L.—The Junior College*Walker*
Grade, Waterloo. 936 Walnut
- Glessner, Mae—The Junior College*Waterloo*
Fifth grade, Stanley
- Gleason, Elizabeth Beal—Primary*Ames*
- Goettsch, Vernona A.—Home Economics*Waterloo*
Home Economics, Ossian
- Gottsch, Mary J.—Primary*Lake View*
First grade, Oelwein
- Graeber, Boyd H.—The Junior College*Sheldahl*
High School, Meriden
- Graham, Zelwyn—Primary*Audubon*
Third grade, Audubon
- Gray, Etta—Kindergarten*Shannon City*
Kindergarten, East Waterloo. 41 Mulberry St.
- Greene, Mrs. Luella—Primary*Cedar Falls*
- Gregersen, Elfrieda—The Junior College*Atlantic*
- Gross, Clara Lavuria—Primary*Montezuma*
Second Grade, Waterloo. 820 W. 4th St.
- Gustafson, Edith Elizabeth—The Junior College*Harcourt*
Junior High School, Harcourt
- Hale, Esther—The Junior College*Tripoli*
Fifth grade, Hampton
- Hale, Margaret Helen—Primary*Vinton*
Third grade, Dumont. Box 185
- Hanson, Lillian—The Junior College*Roland*
Sixth grade and Departmental in Junior High School, Toledo
- Heinowski, Frances—Primary*Cherokee*
Second grade, Anvil Location, Michigan
- Henderson, Edith—Primary*Manchester*
First Grade, Odebolt
- Herrman, Carl H.—Manual Arts*Palatine, Ill.*
- Hill, Kathleen—Primary*Bussey*
- Hillman, Beatrice Eva—The Junior College*Boxholm*
Fourth grade, Dysart
- Hinrichs, Elizabeth—Primary*Rockwell*
Third grade, Mount Morris, Illinois. Box 615
- Hinricks, Martha—Home Economics*Rockwell*
Home Economics, Fairbank
- Hintz, Evelyn June—Primary*Lake Mills*
Primary, Douglas, Wash.
- Hjelle, Emma—The Junior College*Decorah*
Fifth grade, Monticello

- Hoffman, Louise Marie—Commercial Cedar Falls
Commercial, Missouri Valley. Box 314
- Holcomb Wilda Vay—Primary.....Centerville, S. D.
First grade, Correctionville
- Holden, Arla—The Junior College Mount Ayr
Grade, Buffalo Center
- Holmdahl, Thelma Alvina—Kindergarten Fort Dodge
Kindergarten, Fort Dodge. 104 K. St.
- Horn, Leona Geraldean—Primary Montezuma
Second grade, Brooklyn
- Howard, Anna Madiline—The Junior College Weldon
Fifth grade, Waverly. 124 S. Harmon St.
- Hudson, Elsie G.—The Junior College Center Point
English, Junior High School, Morning Sun
- Hudson, Margerie Gladys—Primary Center Point
- Hultquist, Mrs. Paul R.—Public School Music Cedar Falls
Private Music, Algona
- Hummel, Beatrice Leone—Kindergarten Sterling, Colo.
First grade, Sterling, Colorado
- Hurn, Esther LaNore—The Junior College Shell Rock
Seventh grade, English, Fort Madison. Box 211
- Illiff, Margaret—Primary Cedar Falls
First grade, Dows
- Jarvis, Ivadell—Primary Rolfe
Primary, Cornell
- Jensen, Inez Kathrine—Kindergarten.....Schaller
- Jensen, Louise—Primary Early
Primary, Sioux Center
- Johnson, Emma Carolyn—Primary Corning
Intermediate grades, Corning
- Johnson, Naomi Fatland—Primary Slater
Primary, Slater
- Jubb, Helen Elizabeth—Primary Des Moines
Second grade, Mt. Morris, Illinois. Box 586
- Karsten, Laura Margaret—Primary Marengo
First grade, Onawa
- Kelly, Anna Frances—The Junior College DeSmet, S. D.
Student, I. S. T. C., Cedar Falls. 1804 College St.
- Kenny, Wilma L.—Kindergarten Waterloo
Kindergarten, Clear Lake
- Kerr, Evelyn B.—Kindergarten Waterloo
Student, I. S. T. C., Cedar Falls. 1003 W. 4th St., Waterloo
- Kessler, Vivian—The Junior College Hampton
Fifth grade, Belle Plaine. 506 15th St.
- King, Alta—The Junior College Palmer, Nebr.
Fourth grade, Postville
- Kirketeg, Agnetha—The Junior College Eagle Grove
- Kitzman, Grace Evelina—Home Economics Beaman
Home Economics, High School, Geneva
- Klein, Cressie—The Junior College Sioux Center
- Klein, Nelle—The Junior College Sioux Center
- Knoll, Pauline—Home Economics Dallas Center
Home Economics, Scranton
- Knowlton, Evelyn Lorraine—The Junior College Charles City
History, Geography, Junior High School, Rockford
- Knox, Wilda Leona—The Junior College Vinton
Intermediate, grades, Ideal, South Dakota

- Ladd, Evangelina G.—PrimaryLynnville
Primary, Beaman
- LaFrentz, Irene M.—The Junior CollegeSchleswig
Sixth grade, Woodbine. 1001 Ely St.
- Landes, Helen Louise—The Junior CollegeBenton
Student, I. S. T. C., Cedar Falls. 2412 Olive St.
- Lane, Ione M.—Public School MusicCharles City
Public School Music, Postville. Box 204
- Lane, Zelda F.—The Junior CollegeRoscoe
Second grade, Marshalltown
- Laughlin, Mary Jane—PrimaryOskaloosa
Primary, Sacred Heart Academy, Cedar Rapids
- Lenz, Agnes Martha—The Junior CollegeHawkeye
Fifth and Sixth grades, Alpha
- Lewis, Marie L.—The Junior CollegeCambridge
Fifth and Sixth grades, Belle Plaine. 1607 9th Ave.
- Ley, Norma Elizabeth—The Junior CollegeCedar Falls
Fourth grade, Long Beach, Calif. 661 Shatto Place, Los Angeles, Calif.
- Lichtenberg, Ora I.—The Junior CollegeAlta
Sixth grade, Schaller
- Lloyd, Hazel Genevie—PrimaryAtlantic
Lumry, Dorothy—PrimaryWaterloo
First and Second grades, Oelwein. 403 N. Frederick
- Lundy, Ada C.—PrimarySlater
Second grade, Collins
- Lyttle, Orpha Patton—PrimaryCoggon
Third grade, Greeley
- Maher, Vera Elizabeth—PrimaryJesup
Primary, Renwick
- Malloy, Leota E.—The Junior CollegeState Center
Fifth grade, Vinton
- Mastian, Cleo—Home EconomicsHudson
Student, I. S. T. C., Cedar Falls. 1315 W. 22nd St.
- Masters, Dorothy—PrimaryAlta
First Primary, Galva
- Maxwell, Alice Myrtle—KindergartenCrawfordsville
- Mead, Ruby C.—PrimaryCedar Rapids
Third grade, Tipton
- Mendell, Dora—PrimaryDows
- Merwin, Mildred Olevia—PrimaryLeon
First grade, Leon
- Miles, Alice Ruth—The Junior CollegeMeriden
Rural School, Faulkner
- Miller, E. Gladys—KindergartenCharles City
- Miller, Edna Marie—The Junior CollegeOlds
Fifth grade, Belmond
- Milnes, Catherine Roine—PrimaryCreston
Second grade, Sidney
- Moline, Jennie Alice—PrimaryWaterloo
First grade, Pocahontas. Box 191
- Mooney, Rose—PrimaryWaverly
- Morris, Freda Frances—Public School MusicPanora
Mrs. Semon A. Sandven, Public School Music, Gowrie
- Moubry, Ida Marie—PrimaryShellsburg
First and Second grades, Brandon
- Munson, Bessie—Home EconomicsFlandreau, S. D.
Home Economics, Dolliver

Musbach, Evelyn E.—Primary	Le Mars
Third grade, Garden Grove, California	
Myrland, Marvyl Harriette—Primary	Badger
Primary, Cedar Falls. 221 Franklin St.	
McAtee, Ruby Irene—Primary	Central City
First grade, Greeley	
McCague, Elizabeth—Commercial	Shell Rock
Bookkeeper and Stenographer, Aitkin, Minnesota	
McLain, Roy W.—Manual Arts	Emerson
Manual Arts, Bedford	
Naden, Mildred Olive—Primary	Onawa
Nickerson, Jessie E.—Public School Music	Raymond
Public School Music and Drawing, Tama	
Niehouse, Lillian—The Junior College	Sheffield
Fourth Grade, Buffalo Center. Box 113	
Northrup, Muriel Mae—Primary	Fairbank
Primary, Belmond	
Norton, Irene E.—The Junior College	Sanborn
Sixth grade, Brooklyn	
O'Brien, Katherine LaVon—The Junior College	Fort Dodge
Departmental, Junior High School, Creston. 613 N. Elm St.	
Olson, Eveline—Primary	Calamus
Primary, Calamus	
Olson, Gladys Christina—The Junior College	Calamus
Fourth grade, Stanwood	
Olson, Olive Olydene—The Junior College	Lake Mills
Grade, Algona	
Orr, Arline Marie—Home Economics	Cedar Falls
Home Economics and English, Goodell	
Orr, M. Ethel—The Junior College	Iowa City
Packer, Ethel—The Junior College	Bonaparte
Fifth and Sixth grades, State Teachers College, Madison, S. D.	
Parks, Margaret Elizabeth—Kindergarten	Marshalltown
Paul, Vesta—Kindergarten	Waterloo
Peiper, Esther Naomi—The Junior College	Lisbon
Peters, Martha—Primary	Wapello
Second grade, Morning Sun	
Peterson, Minnie Botilde—The Junior College	Rolfe
Intermediate grades, Coulter	
Potratz, Marie J.—The Junior College	Sumner
English and Mathematics, Junior High School, Grand Junction	
Price, Hazel Fern—Primary	St. Ansgar
Quaas, Pearl M.—Home Economics	Brandon
Domestic Science, Quasqueton	
Rabe, Estelle—Primary	Cedar Falls
Primary, Iowa Falls	
Read, Marion M.—The Junior College	Cumberland
Fifth grade, departmental, Denison	
Reaney, Elizabeth Anne—Primary	Waterloo
Reddin, Martha Helene—Primary	Waterloo
Second grade, Dubuque, 639 W. 3rd St.	
Reed, Ruth Catherine—Primary	Audubon
Reimer, Edna A.—The Junior College	Schleswig
Fourth grade, Sanborn	
Reinhart, Ethel Laure—Primary	Waterloo
Second grade, Oelwein. 115 2nd St. East	
Richardson, Bernice—The Junior College	Morris, Minn.
Seventh and Eighth grades, Chokio, Minnesota	

- Ritchie, Lois Lucille—The Junior College Westgate
- Roland, Gladys E.—Primary Rockwell
Second grade, Odebolt
- Ross, Irma Louise—Primary Rock Rapids
Second and Third grades, Spirit Lake
- Rourke, Marie G.—Primary Missouri Valley
Third grade, Missouri Valley
- Rude, Helna Iris—Public School Music Cedar Falls
Public School Music, Greeley
- Runner, Grace—The Junior College Beaman
Fourth grade, Austin, Minnesota. 308 S. Chatham St.
- Runyon, H. Faye—Primary Sevmour
- Ryan, Dorothy Mary—Public School Music Waterloo
Public School Music, Sloan
- Sarchett, Lester Elzo—Manual Arts Center Point
Manual Training, Delhi
- Sasseen, Vera Nellie—Home Economics Packwood
Home Economics and History, Blakesburg
- Saylor, Edna L.—Primary Waterloo
Primary, Waterloo. Route 1
- Schach, Marie F.—Kindergarten Burlington
Kindergarten, Toledo
- Schnell, Viola M.—Primary Dysart
Second grade, Manning
- Schuldt, F. Annetta—The Junior College Gladbrook
Departmental, Dows
- Sellers, Lois H.—Home Economics Cherokee
Home Economics, Quimby
- Shafer, Elsie Ruth—Art Greene
- Shaffer, Lyle F.—Primary Tama
Third and Fourth grades, Fairbanks
- Sheneberger, Ruby Ruth—Kindergarten Cedar Rapids
Kindergarten, Cedar Rapids. 624 4th Ave. W.
- Sime, Lillian Beatrice—The Junior College Ridgeway
Seventh and Eighth grades, Ridgeway
- Sleichter, Gladys Manilla—Home Economics Kalona
Home Economics, High School, Kinross
- Slosson, Norma Irene—Kindergarten Northwood
- Slutter, June Elizabeth—Primary Charles City
Second grade, Pocahontas. Box 191
- Small, Nellie I.—Kindergarten Dunlap
Kindergarten, Council Bluffs. 120 Third St.
- Smith, Beulah—Primary Diagonal
Third grade, Sidney. Box 387
- Snyder, Hollis Irene—Public School Music Cedar Falls
Public School Music, Dunkerton
- Snyder, Mildred Myrtle—Commercial Cedar Falls
Mrs. Charles Holden, Castana
- Sparr, Grace Aileen—Public School Music Cromwell
Public School Music, Coin
- Starff, Helen Marguerite—Home Economics Vinton
Home Economics, Marble Rock
- Starr, Helen M.—The Junior College Osage
Fourth grade, Webster City
- Steffenhagen, Hazel Estelle—The Junior College Sibley
Sixth grade, Gowrie
- Stewart, Mary Frances—Kindergarten Stickney, S. Dak.
Kindergarten, Shenandoah. 108 Sheridan Ave.

Stienhoff, Olive Mae—Primary	Fort Dodge
Primary, Otho	
Stomne, Ida Elise—The Junior College	Sioux City
Fourth grade, Mapleton	
Stover, Helen—Public School Music	Swaledale
Public School Music, Dinsdale	
Strohbehn, Vallie Davis—Kindergarten	Davenport
Kindergarten, Davenport. 904 W. 6th St.	
Strother, Margaret Helen—The Junior College	Hubbard
Mathematics, Junior School, Sac City	
Swallum, Beatrice—The Junior College.....	<i>Wisconsin Rapids, Wis.</i>
Eighth grade Departmental, History and Grammar, Belle Plaine	
Sydness, Martha—Commercial	Story City
Commercial, Hawarden	
Tapley, Mary E.—Primary	Spencer
Second grade, Terril	
Taylor, Harriet N.—Primary	Reinbeck
Second grade, Eagle Grove. 212 N. Garfield Ave.	
Taylor, Lucille Helen—The Junior College	Audubon
Fifth grade, Brooklyn	
Thielmann, Dorothy S.—The Junior College	Holstein
Student, I. S. T. C., Cedar Falls. 2221 Olive St.	
Thomas, Alice Elizabeth—The Junior College	Dow City
Sixth grade, Grand Junction	
Thompson, Irene M.—Primary	Council Bluffs
First grade, Audubon. 609 E. Division St.	
Thompson, Irene Marie—Public School Music	Greene
Public School Music, Rudd	
Thompson, Lois Edna—The Junior College	Renwick
Junior High School, Dysart	
Towner, Josephine Bernice—Primary	Charles City
Primary, Rowan	
Tritt, Elizabeth Cornelia—The Junior College	Hubbard
Third and Fourth grades, Hudson	
Trowbridge, Esther Marie—Primary	Clarion
Fourth grade, Cherokee	
Ulish, Florence E.—The Junior College	Monona
Grade, Luana	
Van Eaton, Frances—Home Economics	Sidney
Home Economics, Afton	
Van Vlack, Eva M.—Primary	Shell Rock
Second grade, Shell Rock	
Vogelsang, Irene L.—Home Economics	Denver
Domestic Science, Alpha	
Wakeman, Lola B.—The Junior College	Otho
Fifth grade, Monticello	
Walker, Evelyn Frances—Home Economics	Waterloo
Home Economics, Ross	
Wall, Dora E.—The Junior College	Alta
Fifth grade, Estherville. 403 N. 6th St.	
Walters, Vera Beatrice—Primary	<i>Elk Point, S. Dak.</i>
Primary, Merrill	
Wass, Charlotte—Commercial	Lake Park
Weeks, Bernice—Primary	Coggon
Primary, Fremont	
Wehrman, Carolyn—The Junior College	Luzerne
Fourth grade, Jefferson	

Weigen, Bertha Annette—Primary	McIntire
Weisell, Martha R.—Primary	Corning
Primary, Prescott	
Wendell, Leona Mae—The Junior College	Cedar Falls
Eighth grade, Sidney	
Wetrich, Mabel V.—The Junior College	Earlham
Departmental, Junior High School, Redfield	
Wharram, Beulah Elvira—The Junior College	Hazelton
Sixth grade, Fayette	
Whitaker, Esther Belle—Primary	Springville
First grade, Oelwein	
Whitmer, Georgia B.—The Junior College	Tipton
Student, I. S. T. C., Cedar Falls. 915 W 23rd St.	
Wickersheim, Alice Caroline—Primary	McGregor
First grade, Cleghorn	
Winger, Esther S. K.—Primary	Calmar
First grade, Independence	
Winter, Vera May—The Junior College	Villisca
Fifth grade, Villisca	
Witter, Leola M.—Commercial	Spechts Ferry
Commercial, Winterset	
Wittgreve, Henrietta—Home Economics	Reinbeck
Home Economics and English, Farson	
Wohlers, Alma A.—The Junior College	Missouri Valley
Seventh grade, Sidney	
Wolfe, Fern Ione—Primary	Red Oak
Primary, Elliott	
Wood, Ada Mae—The Junior College	Grundy Center
Wright, Luella M.—Primary	Chariton
Wyckoff, Gladys D.—The Junior College	Green Island
Sixth and Seventh grades, Bellevue	
Wyckoff, Opal Valentine—The Junior College	Cincinnati
Yarcho, Delight—Kindergarten	Waterloo
Yetter, Gladys A.—Kindergarten	Waterloo
Kindergarten Director, Wilmington, California. 322 B. Ross Place.	
Zimmer, Tracie A.—Public School Music	Colwell
Public School Music, Barnes City	

Certificates from Departments

Critic Teacher

Goetz, Delia.....	Algona
Primary Education Diploma, Dec. 3, 1918	
Mantor, Edna Lucile	Cedar Falls
Primary Education Diploma, Aug. 17, 1922	

Trombone

Sliter, Onlee	Cedar Falls
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Piano

Weikert, Mary Louise	Waverly
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Voice

Byvank, Elsie Delia	Waterloo
Snyder, Hollis Irene	Cedar Falls

AUGUST, 1923

Degree Curriculum

Master of Didactics

Cresap, Wilfred A.—B. S., Drake University, 1920.....Kinross
Superintendent, Kinross

Bachelor of Arts in Education

Andersen, Hans HolstCedar Falls
English, I. S. T. C., Cedar Falls

Ash, Mae WilhelminaEdgewood
History, High School, Randall

Auchstetter, EdnaArthur
Art Supervisor, Fort Madison

Bailey, Allen RansomCedar Falls
Athletics and Agriculture, Hampton

Bates, Everett A.Cedar Falls
Principal of High School, Battle Creek

Beacom, Wesley L.McIntire

Beatty, EdithGarber
Principal of High School, Mathematics, Science, Dysart

Blumer, Mildred GertrudeGreene

Cole, Mabel AldahMt. Ayr
Home Economics and Science, Orient

Ellis, Mary GraceGreene
Normal Training, High School, Sanborn

Entwisle, Benjamin S.Waterloo
Head of Commerce Dept., Lead, South Dakota. Box 578

Farley, StellaLorimer
Literature in Seventh and Eighth grades, Des Moines. 1107 27th St.

Halbfass, Arnold CarltonLaporte City
Asst. Educational Director, Y. M. C. A., Minneapolis, Minn.

Hanssen, FlorenceDeWitt
Home Economics, High School, DeWitt

Hart, Mary L.Cedar Falls
Student, State University, Iowa City. 115 E. Fairchild St.

Holy, Russell ArthurPercy
Superintendent, Springdale

Houge, Lena M.Slater
Principal of High School, History, Mathematics, Richland
Consolidated School, Orient

Howell, Mrs. Nora MaudeOelwein
Student, I. S. T. C., Cedar Falls. 1200 W. 3rd St., Waterloo.

Irving, Edmund B.Mt. Ayr
History and Manual Training, High School, Odebolt

Jones, Genevieve B.Waterloo

Kaltenbach, Adolf G.Waterloo
Student, McCormick Seminary, Chicago

Knapp, Ronald O.Cedar Falls
Assistant in Library, I. S. T. C., Cedar Falls

Knepper, David WilburWaterloo
Superintendent, Springville

Linderman, HaziellNew Hampton
Primary Supervisor, Eastern Teachers College, Madison,
South Dakota. 321 N. Egan Ave.

- Logan, Hugh StonemanRuthven
Superintendent, Allison
- Long, Clara BartonCedar Falls
Principal, Bigelow, Minnesota. Box 753
- Mattison, LeitaThompson
Eighth grade and Music, Somers
- McAllister, Walter AlexanderCedar Falls
Principal of High School, Sioux Center
- Mercer, Blanche IoneBerwyn, Ill.
English, J. Sterling Morton High School, Berwyn, Ill.
6628 34th St.
- Monson, Mabel MargaretCanton, S. D.
Normal Training Critic, English, Webster City. 912 W. 1st. St.
- Ogline, Elda MoraParkersburg
High School, Cedar Heights, Waterloo
- Powers, S. C. E.Kellogg
Superintendent, Keswick
- Rae, Esther MargaretMadison, S. D.
Physical Education, I. S. T. C., Cedar Falls
- Ralston, Edgar AllenCedar Falls
Superintendent, Renwick
- Reese, Beulah FlorenceCedar Falls
- Santee, Harriet M.Cedar Falls
Mrs. Oscar L. Bock, grade Teacher, Winnetka, Ill. 1135
Central Ave., Wilmette, Ill.
- Schindler, Elmer PaulPulaski
Superintendent, Viola
- Schmitt, Mrs. Geraldine TeerinkAlta
Commercial Teacher, Waterloo. 532 Vermont.
- Scott, Shirley Z.Orient
Superintendent, Cambria
- Sherwood, Elma U.Garner
Normal Training, High School, Garner
- Slifsgard, Bernice E.Cedar Falls
High School, Epworth
- Tostlebe, Milton F.Cedar Falls
Superintendent, Mathematics and Science, Raymond, S. Dak.
- Voogd, Abe O.Aplington
Superintendent, Havelock
- White, Lorraine K.Cedar Falls
Mrs. Alvin Bohan, Waterloo
- Wilbur, WinifredCedar Falls
192 North Boulevard, Morgan Park, Duluth, Minn.

Diploma Curriculums

- Angell, Myra Frances—Junior CollegePostville
Reading, Spirit Lake
- Babb, Nina L.—PrimaryThayer
- Beeman, Olaf—The Junior CollegeManchester
Critic in Training, I. S. T. C., Cedar Falls. 2315 Olive
- Belden, Grace—PrimaryGrinnell
Third grade, Waterloo. 409 Vermont St.
- Bell, Earl H.—The Junior CollegeShell Rock
Student, I. S. T. C., Cedar Falls. 1210 Clay St.
- Bennett, Elsie M.—CommercialGoldfield
Commercial, Corydon
- Bergquist, Helen A.—KindergartenDayton
Second grade, Dayton

Blanch, Estella—Primary	Cherokee
First grade, Coon Rapids. 1001 4th Ave.	
Blanchard, Nellie Elizabeth—The Junior College	Chariton
Boggs, Frances H.—Public School Music	Plainfield
Boland, Esther—Art	Menomonee, Wis.
Art, Junior High School, Mason City	
Brandt, Lucille Mary—Primary	Dysart
Third grade, Springville	
Brindley, Capitola Leona—Primary	Washington
Brown, C. Rebecca—Primary	State Center
Brown, Dorothy M.—The Junior College	Watertown, S. D.
Fifth grade, Greene	
Bruce, Beatrice Irene—Primary	Anamosa
First grade, Tama	
Bruening, Alma M. S.—Kindergarten	Guttenberg
First grade, Guttenberg	
Butterfield, Arlee Cecil—The Junior College	Coggon
Mathematics, Junior High School, West Liberty. Box 72	
Callen, Zelma—The Junior College	Centerville
Fourth grade, Centerville	
Carl, Catherine A.—Public School Music	Watertown, S. D.
Carlton, J. Guy—The Junior College	Humeston
Chapin, Catherine Gayle—Primary	Burlington
Primary, Marshalltown. 310 S. Center St.	
Christensen, Lizette Catherine—The Junior College	Ringsted
Rural, Ringsted	
Cole, Mary Alice—Primary	East Pleasant Plain
Third and Fourth grades, Webb	
Collins, Roy N.—Piano Teacher	Mt. Union
Student, I. S. T. C., Cedar Falls. 2115 Walnut St.	
Connell, Helen M.—Commercial	Storm Lake
Commercial, Morning Sun	
Connor, Rosalie M.—Commercial	Lawler
Deputy County Superintendent, Marengo	
Cook, Anne Mae—The Junior College	Terrill
Coster, Lisette A.—The Junior College	Mystic
Grade, Inwood	
Cover, Fred Warrington—The Junior College	Janesville
Superintendent, Bennett	
Dale, Edna M.—Primary	Story City
Third grade, Jesup	
Davis, Lenore Alberta—The Junior College	Clear Lake
Dentel, Rosa A.—Primary	Ackley
Devine, Pearl—Primary	Ida Grove
Dilcher, Mabel—The Junior College	Cedar Falls
Departmental, Junior High School, Postville	
Dittman, Louise F.—The Junior College	Anita
Third grade, Newton. 119 E. 5th St. S.	
Domer, Rezin Byam—Manual Arts	Paris
Manual Training, Ocheyedan	
Dunkle, Genevieve May—Primary	Bondurant
First grade, Ankeny	
Early, Bernice F.—The Junior College	Cambridge
Grade, Larrabee	
Eaton, Olga L.—Primary	Webster City
Critic in First and Second grades, Northwestern State	
Teachers College, Alva, Oklahoma	

- Edwards, Flora Edythe—The Junior CollegeAltoona
English, Intermediate grades, Mason City. 310 1st. Ave. N. E.
- Elick, Charles—The Junior CollegeMt. Ayr
Superintendent, Lawton, North Dakota
- Erbe, Gertrude D.—The Junior CollegeMcGregor
Eighth grade, Colesburg
- Ernst, Walter L.—The Junior CollegeBayard
Superintendent, Bayard
- Fearer, June Marilla—PrimaryHudson
Second grade, Nashua
- Felton, Helen Lucille—PrimaryCedar Falls
Student, I. S. T. C., Cedar Falls. 1421 Clay St.
- Fenner, Nellie—PrimaryCedar Falls
First grade, Dysart
- Ferris, Mary A.—The Junior CollegeWaterloo
Third and Fourth grades, Belle Plaine. 1614 10th Ave.
- Forney, Helen G.—Home EconomicsWaterloo
Home Economics, High School, Hansell
- Fouser, Audrey L.—The Junior CollegeEllston
Student, I. S. T. C., Cedar Falls. 1804 College St.
- Frame, Bessie—The Junior CollegeAinsworth
Third grade, Ainsworth
- Freshwaters, Fern—KindergartenWest Chester
- Froning, Mildred Burnice—PrimaryCedar Falls
Primary, Lake Park
- Geraghty, John Donovan—The Junior CollegeMonona
Student, I. S. T. C., Cedar Falls. 2109 Walnut St.
- Gerstenberger, Vivian—The Junior CollegeHazelton
Seventh and Eighth grades, Echo, Minnesota
- Gordon, Mary Lillian—The Junior CollegeAmes
Fifth and Sixth grades, Richland Consolidated School, Orient
- Gorton, Forest Allen—Manual ArtsKanawha
Physics and Science, Roland
- Green, Nellie—The Junior CollegeHardy
Fifth and Sixth grades, Hardy
- Green, Wanda Vae—PrimaryGreene
Second grade, Dunkerton
- Grimes, Vera Luella—The Junior CollegeFarnhamville
Fourth grade, Marshalltown
- Grow, Myrtle Cleone—The Junior CollegeRippey
Third and Fourth grades, Washta
- Gullickson, Agnes R. M.—PrimaryCalmar
Critic in Training, I. S. T. C., Cedar Falls. 2303 Olive St.
- Hadley, Alyce Betty—KindergartenWaterloo
Kindergarten, Sanborn
- Hall, Jessie Leah—PrimaryCedar Falls
First grade, Grand Junction, Colorado. 543 Gunnison Ave.
- Hanan, Mabel A.—The Junior CollegeNew Hampton
Sixth grade, Mt. Morris, Illinois
- Haney, Oneta Pearl—PrimaryIowa Falls
Second grade, Iowa Falls. 1115 Stevens St.
- Hanson, Thora K.—CommercialFort Dodge
- Haveson, Sophia Rose—Primary.....*Minneapolis, Minn.*
Elementary, Minneapolis, Minn. 814 Penn Ave. North
- Hayes, Harriett Dorothy—CommercialCedar Falls
Commercial, Fulda, Minnesota
- Henry, Arthur Paul—The Junior CollegeVan Meter
Principal of High School, McCallsburg

Higgins, Bernice—Art	Cedar Falls
Higgins, Lucile—Commercial	Cedar Falls
Student, I. S. T. C., Cedar Falls. 2126 Olive St.	
Hobstetter, Alice—The Junior College	Tipton
Houser, Isa E.—Primary	Bussey
Grade, Sioux City. 3822 4th Ave.	
Jacobs, Viola Anna—Primary	Garwin
Third and Fourth grades, Madrid. 503 W 2nd St.	
Johnson, Grace Tilley—Primary	Rolfe
First grade, Clarion	
Johnson, Vinnie Geneva—The Junior College	Mediapolis
Sixth grade, Yarmouth	
Johnston, Margaret Anne—Primary	Coggon
Jondall, Minnie L.—Primary	Story City
Second grade, Rock Valley	
Jones, Orie Lowell—Manual Arts	Bedford
Klingaman, Alice—Home Economics	Waterloo
Home Economics, Cambridge	
Knerr, Pearl Cora—Primary	Brighton
Second grade, Clarion	
Knight, R. C.—The Junior College	Montrose
Student, I. S. T. C., Cedar Falls. 2215 Merner Ave.	
Larson, Amy Elizabeth—The Junior College	Gowrie
Intermediate grades, Lohrville	
Larson, Bertelle—The Junior College	Alta
Fourth grade, Laurens	
Larson, Nellie A.—Primary	Moorhead
Third grade, Humboldt. Box 31	
Lee, Myrtle Gertrude—The Junior College	Estherville
Fourth grade, Perry. 1803 N. 1st. St.	
Lichty, Ethel—Primary	Waterloo
Second and Third grades, Waterloo. 308 Locust St.	
Liechti, Frank W.—Manual Arts	Sigourney
Manual Arts and Mechanical Drawing, Sigourney	
Lilly, Helen A.—Primary	Britt
Mrs. Ervin Hagedorn, Clutier	
Lindgren, Regina L. R.—Home Economics	Lanyon
Home Economics, Garwin	
Lusted, Susanne—The Junior College	Cedar Falls
Fifth grade, Cedar Falls. 624 W. 8th St.	
Lynn, Mabel Ruth—The Junior College	Ida Grove
Rural School, Holstein	
Mantor, Marjorie—Primary	Cedar Falls
Matt, Hoyt R.—Manual Arts	Troy
Assistant Principal, High School, Weldon	
Messer, Godfrey—Manual Arts	Edgewood
Superintendent, Edgewood	
Meyer, Clara E.—Primary	Fremont
Primary, Blairsburg	
Meyer, Martha Anna—The Junior College	Readlyn
Sixth grade, New Hampton	
Miller, Clarence David—Manual Arts	LaPorte City
Manual Training, Hampton	
Miller, Mabel A.—The Junior College	Elmore, Minn.
Fourth grade, Rockwell City	
Miller, Reba Margaret—Home Economics	LaPorte City
Home Economics, High School, Little Cedar	

Mitchell, Marie—The Junior College	Charles City
Fifth and Sixth grades, Independence	
Morris, Elzan Mac—The Junior College	Emmetsburg
Sixth grade, Arithmetic, Geography, Hygiene, Hampton	
Morris, Hilda Kathleen—Primary	Carlisle
Primary, Beech	
Mower, Anna Elizabeth—The Junior College	Marshalltown
Sixth grade, Bainville, Montana	
McCaughey, Lois Helen—The Junior College	Allerton
Junior High School, Reinbeck	
McDaniel, Genevieve—Primary	Logan
Primary, Council Bluffs. 726 6th Ave.	
McElroy, Alice L.—Primary	Titonka
McLaughlin, Verda Ayileen—Art	Cedar Falls
Nelson, Eugenie—The Junior College	Audubon
Assistant in Public Library, Audubon	
Norland, Irene B.—Primary	Marshalltown
Second grade, Sanborn	
Norton, Dorothymae—Primary	Laurens
Junior High School, Ankeny	
Norton, Vera—The Junior College	Onawa
Okerberg, Edith V.—Primary	Marathon
Third grade, Humboldt	
O'Mara, Caroline Elizabeth—The Junior College	Colfax
Oppedahl, Evelyn—Primary	Goldfield
Primary, Doon	
Orr, Francis S.—Manual Arts.....	Cedar Falls
High School, Newhall	
Orwick, Helen M.—Primary	Newton
O'Toole, Kathryn—The Junior College.....	Independence
Mathematics, Junior High School, Independence	
Palmer, Clarence John—Manual Arts	Cedar Falls
Student, I. S. T. C., Cedar Falls	
Partington, Ethel—The Junior College	Coon Rapids
Junior High School, Onawa	
Patterson, Elizabeth—Primary	Colfax
First grade, Bird School, Des Moines. 685 W. 19th. St.	
Pedersen, Agnes—Primary	Harlan
First grade, Oelwein. 12, 5th Ave. E.	
Peppmeier, Christine—Primary	Shannon City
First grade, Mitchellville	
Peters, Viola—The Junior College	Dubuque
Phillips, Lloyd W.—The Junior College	Anthon
Seventh and Eighth grades, Essex	
Pike, Mary A.—Primary	Ladora
Platt, Lucille Kathryn—Primary.....	Epworth
Primary, Climbing Hill	
Ramsdell, Bert—Manual Arts	Greene
Manual Arts, Terril	
Rench, Hazel S.—Primary	Rockwell City
Departmental, Intermediate grades, Cedar Rapids. 810 5th Ave. E.	
Robinson, Gladys Margaret—Primary	Whiting
Robison, Delight—The Junior College.....	Greeley
Third grade, McCallsburg	
Rogers, Alma—The Junior College	Bridgewater
Rompf, Orpha Leona—Commercial	Marion
Roseland, Ida Elizabeth—Primary	Eagle Grove
Second grade, Eagle Grove	

Rittenhouse, Edna May—The Junior College	Waterloo
Russell, Wilbur D.—The Junior College	Cedar Falls
Manual Training, Davenport. 2800 Eastern Ave.	
Ryan, Isabel M.—The Junior College	LeClaire
Eighth grade, Rippey	
Sands, Dorothy—Primary	Ainsworth
Second grade, Ainsworth	
Sandven, Selma—The Junior College	Sloan
North Junior High School, Sioux City. 512 Tenth St.	
Schrank, Alma—The Junior College	Danbury
Seabury, Lorna Gertrude—The Junior College	Pisgah
Sixth grade, Sioux Center	
Searles, Warren B.—The Junior College	Waterloo
Departmental, Thornburg	
Shaw, Margaret—The Junior College	Spencer
Junior High School, Glenwood	
Shirk, Lucile Maurine—The Junior College	Grundy Center
Junior High School, Woodbine. 1001 Ely St.	
Short, Cynthia Fay—Art	Cedar Falls
Siemens, Elsie Doris—Primary	Dysart
Second grade, Dysart	
Sliter, Onlee—Public School Music	Cedar Falls
Public School Music, Sioux Center	
Slutter, Dorothy A.—Primary	Charles City
First grade, Hubbard. Box 16	
Smith, Bernadette Madeline—Primary	Kensett
Squires, Nellie M.—The Junior College	DeSmet, S. Dak.
Grade, Algona. 308 E. Call St.	
Standley, Blanche Hope—The Junior College	Boone
Fourth grade, Greene	
Stauffer, Edna J.—Primary	Hampton
Second grade, Gowrie	
Stewart, Paul Waters—The Junior College	Parkersburg
Student, I. S. T. C., Cedar Falls. 2314 Walnut St.	
Stoy, Doris Maude—Home Economics	Waterloo
Music and Domestic Science, Roland	
Strong, Irene—Primary	Lansing
Second grade, Merville	
Swanson, Alvin L.—Manual Arts	Mt. Ayr
Manual Arts, Agriculture and Algebra, Zearing	
Tenold, Stella Ruth—The Junior College	Northwood
Fourth grade, Northwood	
Thompson, Cora M.—Commercial	Villisca
Student, I. S. T. C., Cedar Falls. Bartlett Hall	
Thurn, Marie—Primary	Manchester
Primary, Magnet, Nebraska	
Tiedens, Rena J.—Commercial	Aplington
Commercial, Shellrock	
Truelsen, Mina E.—Primary	Gilmore City
Tuthill, Jessie—The Junior College	Centerville
Arithmetic, Grammar grades, Waterloo. 205 Walnut	
Van Orsdol, Wilma Ione—The Junior College	Rowley
Fifth grade, Oelwein. 115 2nd St. E.	
Waggoner, Mabel Gladys—The Junior College	Bloomfield
Wagner, Guy Wesley—Manual Arts	Reinbeck
Principal Consolidated School, Olds	
Walter, Nellie R.—The Junior College	Quasqueton
Junior High School, Holstein	

Watts, Lillian B.—Primary	Bradgate
Primary, Calumet	
Whinery, Leta M.—Home Economics	Bangor
Home Economics, Churdan	
Wick, Iverne—The Junior College	Nashua
Third grade, Nashua	
Wilcox, Ida Ella—The Junior College	Monticello
Sixth grade, Monticello	
Wild, Jessie Mae—Public School Music	Oskaloosa
Young, Paul Arlington—Manual Arts	Manchester
Principal, Coach, Manual Training, Dunkerton	
Zwickey, Evelyn Mavis—The Junior College	Storm Lake

Teacher of Rural Schools Diploma

Miller, Ida F.	Hampton
Rural School, Hampton	

Certificates from Departments

Critic Teacher

Newkirk, Rachel M.	<i>Sioux Falls, S. D.</i>
The Junior College Diploma, August 18, 1921	

Piano

Hultquist, Mrs. Paul R.	Olds
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Voice

Geuder, Clara	Guttenberg
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DECEMBER, 1923

Degree Curriculum

Bachelor of Arts in Education

Carlson, Ida Ione.	Madrid
Social Science, Okoboji Consolidated School, Milford	
Clausing, Wynona	Cedar Falls
Christoffersen, Iver Hvidtfeldt	Cedar Falls
Superintendent, Marquette	
Pitman, Bertha	Salem
Home Economics, Alta.	
Popejoy, Lucille Goldie	Cedar Falls
York, Nebraska, 910 Greenwood Ave.	
Powers, Evangeline	Waterloo

Diploma Curriculum

Anderson, Clara A.—The Junior College.	Oneida
Grades, Waterloo, R. 1	
Anderson, Henry M.—The Junior College.	Sheldahl
Anderson, Linnea Adele—Primary.	Harcourt
Baker, Laura J.—Primary.	Unionville
Brown, Kathleen—Primary.	Eldora
Brownlee, Meda A.—Primary	Chariton
Carr, Sarah Jane—The Junior College.	Corydon
Rural School, Corydon	

Choate, Virginia—Primary	Clear Lake
Clock, Evelyn—The Junior College.....	Hampton
.. Fifth Grade, Clarksville.	
Cowlishaw, Ella—Primary	Cedar Falls
First Grade, Newton.	
Crawford, Ruby Eileen—Kindergarten.....	New Hampton
Kindergarten, Missouri Valley.	
Cunningham, Margaret Dorothy.....	Davenport
Dietel, Ruth M.—The Junior College.....	Hawkeye
Frazier, Marguerite Taylor—The Junior College.....	Anamosa
French, Marie H.—Commercial.....	Plainfield
Fuller, Josephine Elizabeth—The Junior College.....	Jesup
Sixth Grade, Waterloo.	
Grover, Berniece E.—Commercial.....	Cedar Falls
Stenographer, Cedar Falls. 1938 Walnut St.	
Hall, Esther Adella—Primary.....	Anamosa
Harris, Margaret D.—Primary.....	Clinton
Primary, Clinton. 542 Sixth Ave.	
Harsch, Frank Andrew—Manual Arts.....	Burlington
Henderson, Dessie Irene—Primary.....	Manchester
Grades, Wapello.	
Herman, Idella—Primary.....	Scotland, So. Dak.
Hix, Leola—Commercial	Storm Lake
Student, I. S. T. C., Cedar Falls. 2404 College St.	
Hornaday, Hazelle C.—Primary.....	Moulton
Third Grade, Parker, So. Dak.	
Huffman, Florence H.—The Junior College.....	Nashua
Student, I. S. T. C., Cedar Falls. 2500 Olive St.	
Huffman, Gladys Eva—Primary.....	Wyoming
Rural School, Wyoming.	
Jameson, Fonda Mae—Kindergarten	Waterloo
Johnk, Margaret Louise—The Junior College.....	Neosho Falls, Kans.
Kent, Pearl M.—Primary.....	Bradgate
First and Second Grades, Rutland.	
Krause, Florence Atilla—Primary.....	Washington
Leonard, Sarah E.—Primary.....	Mingo
Primary, Britt.	
Lindahl, Nettie E.—Primary.....	Coggon
Third Grade, Lytton.	
Lowry, Jessie B.—Primary.....	Colfax
Third Grade, Osceola.	
Marks, Ethel Avedna—Primary.....	Leeds
Primary, Sioux City. R. 2, Box 100, Leeds.	
Marks, Judith A.—Primary.....	Leeds
Primary, Sioux City. R. 2, Leeds	
Miller, Doris Lenora—Public School Music.....	Dallas Center
Miller, Ruth V.—The Junior College.....	Waterloo
Mullin, Josephine Loretto—The Junior College.....	Britt
General Science, Junior High School, Cedar Rapids. 117 S. 16th St. E.	
McCleery, Jessie Avon—Public School Music.....	West Union
Public School Music, Springville.	
Nesby, Carrie Marie—Primary.....	Rockwell City
Newman, Nora May—Commercial.....	Hedrick
Poland, Jennie Myrl—Primary.....	Cedar Falls
First and Second Grades, Fertile.	
Roeder, Joseph John—Manual Arts.....	Cedar Falls
Student, I. S. T. C., Cedar Falls. 2104 College St.	

Rowser, Frances Margaret—The Junior College.....	Stanwood
Rummens, Charles Wm.—The Junior College.....	Hardy
Rummens, Eunice M.—The Junior College.....	Hardy
Grade Teacher, LuVerne.	
Schaper, Frances L.—The Junior College.....	Britt
Fourth and Fifth Grades, Rockwell City.	
Schaper, Viola A.—The Junior College.....	Britt
Fifth Grade, Cedar Rapids. 626 Third Ave. E.	
Simpson, Laura—The Junior College.....	Janesville
Sjoboen, Grace Leonora—Primary.....	Decorah
Second Grade, Manson.	
Springsteen, Charlotte E.—Primary.....	Melbourne
Primary, Cedar Rapids. 1603 Washington Ave.	
Thompson, Mary Ruth—The Junior College.....	Spencer
Vaughn, Vera E.—Commercial.....	Cedar Falls
Wright, Mildred—Home Economics.....	Centerville
Home Economics, Udell.	

Department Certificates

Critic Teacher

Maxwell, Alice Myrtle.....	Crawfordsville
Kindergarten Education Diploma, June 6, 1923	

Penmanship

Baker, Laura J.....	Unionville
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French Horn

Eells, LeClair	Cedar Falls
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SUMMARY OF STUDENTS

MAY 31, 1922 TO JUNE 1, 1923

A. Classified According to Standard of Entrance

	<i>Men</i>	<i>Women</i>	<i>Total</i>
I. Students with College Degrees.....	30	43	73
II. Students meeting entrance requirements on Four Year College Curriculum.			
Seniors	66	108	174
Juniors	58	171	229
Sophomores	69	108	177
Freshmen	102	218	320
Total	295	605	900
III. Students meeting entrance requirements on Two or Three Year Diploma Curriculums.			
1. Third Year:			
Physical Education		1	1
2. Second Year:			
Art		8	8
Commercial	3	32	35
Home Economics		43	43
Junior College	22	317	339
Kindergarten		47	47
Manual Arts	44		44
Primary		286	286
Public School Music		40	40
3. First Year:			
Art	1	8	9
Commercial	8	35	43
Home Economics		64	64
Junior College	26	441	467
Kindergarten		43	43
Manual Arts	58		58
Primary		426	426
Public School Music		55	55
Total	162	1846	2008
IV. Twelve Weeks Normal Training (Collegiate)	74	642	716
V. Special Students	4	36	40
VI. Unclassified Students in College Classes..	46	577	623
VII. Students in Collegiate Classes in Extension Summer Schools (not re-enrolled at the College during the year).....	51	717	768

	<i>Men</i>	<i>Women</i>	<i>Total</i>
VIII. Students in Non-Resident Collegiate work			
Extension Courses	45	550	595
Correspondence Courses.....	13	36	49
Total in Non-Resident Collegiate work exclusive of duplicates	57	586	643
Grand Total in College Work	719	5052	5771
IX. Students in Sub-Collegiate Classes:			
1. At the College			
Twelve Weeks Normal Training (Sub-collegiate)	12	114	126
Other Sub-Collegiate Students.....	83	393	476
Total	95	507	602
Special Music (Piano, Organ, Voice Violin, and other Orchestral Instru- ments) not on other curriculums.....	19	64	83
Visitors	4	81	85
2. Extension Summer Schools (not re-en- rolled at the College during the year)..	73	951	1024
Grand Total in Sub-Collegiate work..	191	1603	1794
Less duplicates	12	81	93
Net Grand Total exclusive of Training School	898	6574	7472

B. Resident, Extension and Training School Enrollment

I. Summary by terms, exclusive of extension classes:

1. Summer 1922:			
Cedar Falls	433	2765	3198
Chariton	43	380	423
Clarinda	25	295	320
Clinton	10	361	371
Denison	16	289	305
Spencer	31	379	410
Total for Summer Term....	558	4469	5027
2. Fall Term	346	1784	2130
3. Winter Term	367	1729	2096
4. Spring Term	340	1689	2029
5. Different Students for Fall, Winter and Spring Terms	424	2088	2512
Net Grand Total in Residence Ex- clusive of Training School.....	853	6069	6922

II. Non-resident Work:

1. Credit Extension Class Work:			
Collegiate Work—Credit.....	30	431	461
Collegiate Work—No Credit	15	119	134
Total in Extension Classes Exclu- sive of Duplicates	45	550	595

	<i>Men</i>	<i>Women</i>	<i>Total</i>
2. Correspondence Work: Credit reported	13	36	49
3. General Study Centers.....			21702
III. Public School Pupils in classes affiliated with the Teachers College for student teacher training:			
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1. Campus Training School.....	290	262	552
2. East Waterloo (Pupils in Classes taught by students)			
Lower Grades	20	20	40
3. Cherokee (Pupils in Classes Taught by Students)			
Lower Grades	85	88	173
4. Jesup (Pupils in Classes Taught by Students)			
Intermediate Grades	15	16	31
5. Hudson (Pupils in Classes Taught by Students)			
Lower Grades	20	18	38
6. Rural Demonstration Schools (Affiliated with the College)....	43	19	62
7. Consolidated Schools (Affiliated with the College)			
(a) Hudson	117	112	229
(b) Jesup	188	193	381
Grand Total in Training Schools	778	728	1506

SUMMARY OF GRADUATES

MAY 31, 1922 TO JUNE 1, 1923

Number Receiving Degrees, Diplomas and Department Certificates

	<i>Men</i>	<i>Women</i>	<i>Total</i>
1. Bachelor of Arts in Education Degree.....	37	64	101
2. Collegiate Diplomas (Two and Three Year Curriculums of College Grade):			
(a) Art		4	4
(b) Commercial		12	12
(c) Home Economics		34	34
(d) Junior College	2	179	181
(e) Kindergarten		34	34
(f) Manual Arts	15		15
(g) Physical Education		5	5
(h) Primary		157	157
(i) Public School Music		23	23
3. Special Music Diplomas:			
(a) Violin		1	1
Total Graduates	54	513	567
4. Department Certificates:			
(a) Critic Teacher		5	5
(b) Piano		1	1
(c) Voice		2	2
(d) Trombone		1	1
Total	54	522	576

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